Teaching Skills for Teaching Librarians: postcards from the edge of the educational paradigm

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Abstract

Greater emphasis on core or generic skills is generating sweeping reforms across tertiary curricula, and academics now face the challenge of developing in students complex concepts and skills of which they themselves may possess limited awareness, understanding or ability.

This shift in focus demands that the academic must seek out comprehensive, specialised guidance from support areas such as libraries. In response, librarians must be positioned as key educators in the teaching and learning environments of the future. They require new and refined skills and conceptual understandings which will enable them to perform with an educational competence and professional confidence equal to that of their academic peers.

This paper will explore the skills required to enable the 'librarian-teacher' metamorphosis to occur. It will examine the implications for librarians and library managers in terms of evolving roles and responsibilities, changing expectations and staff development, and highlight barriers to success. The paper also documents the experiences and outcomes resulting from a recent staff development initiative undertaken by QUT Library to address this issue.

Introduction

Traditionally, the academic librarian has sought to develop in clients the skills required to effectively and efficiently locate resources contained within a specific library, and universally accepted titles such as 'user education' or 'bibliographic instruction' are testament to both an established role, and an evolving discipline, within the profession of librarianship (Peacock 1999:182).

Characteristically, programs have catered to all levels of clients' knowledge and skills, from tutorials which introduce basic skills through to extensive courses which address advanced and complex information concepts and competencies. Although delivered in a timely and

responsive manner to provide clients with expert advice, education and/or training at point-of-need, classes have been largely conducted independent of, or loosely aligned with, subject curriculum and unit timetabling.

However, an undeniable shift is occurring in the educational paradigm. Greater emphasis on core or generic skills is rapidly influencing a re-assessment of institutional learning goals and objectives and generating sweeping reforms across tertiary curricula. As a consequence, academics are now facing the challenge of teaching concepts and skills which exist beyond discipline-based content and in which they themselves may demonstrate limited understanding or proficiency. Such a refocus demands that the individual academic must seek out complimentary expertise and specialised guidance from support areas such as libraries.

This change reflects a corresponding shift in the education and training focus of the academic library; the new information literacy model represents a more sophisticated conceptualisation of the librarian's role and relationship to the client, as well as of content design and delivery. With exposure to information literacy throughout the academic cycle as central to the development of lifelong learners, librarians now seek to foster and strengthen educational partnerships with academics. The integration of information literacy knowledge, skills and concepts into the curricula stands as the ultimate objective.

As a stronger nexus develops between the two traditionally distinct areas, librarians must be strongly positioned as key educators in the teaching and learning environment, and empowered with an educational competence and professional confidence equal to that of their academic peers. Hence they require a new palette of tools, skills and conceptual understandings.

This paper explores the skills required to engineer the metamorphosis from librarian to educator. It examines the implications for librarians and library managers in terms of evolving roles and responsibilities, changing expectations and staff development, and highlights potential barriers to ongoing success. As a basis for insight and reflection, the paper also documents the experiences and outcomes resulting from a recent staff development initiative undertaken by QUT Library to address this issue.

Postcard 1: A Theoretical Moment

Information literacy aims to promote critical thinking, increase information competence and equip individuals for lifelong learning. To this end, the academic library has a responsibility to provide a comprehensive range of teaching and learning experiences which develop the information literacy knowledge, skills and understanding of all students and staff of the

university; it also has a responsibility to ensure that it can deliver *quality* educational experiences, guidance and support.

Boyer (1990) describes teaching as a dynamic endeavour which serves to build bridges between the teacher's understanding and the student's learning. He emphasises that "great teachers create a common ground of intellectual commitment. They stimulate active, not passive, learning and encourage students to be critical, creative thinkers with the capacity to go on learning" via experiences and strategies which are carefully planned and continuously examined. Teaching is not merely transmitting knowledge, but *transforming* and *extending* it as well (Peacock 1999:183).

As information literacy pushes the reference librarian squarely onto the educational stage, they must be fully equipped to take on the challenge. McNamara & Core (1998:5) believe that if "librarians are to play their full part in the provision of a quality learning environment for students, then they must become trained and qualified educationists (sic) as much as their academic colleagues." The shift of emphasis from training to education demands that the librarian attains a high level of educational credibility by demonstrating sound pedagogical knowledge and reflective practice, and by communicating effectively with faculty colleagues (using mutually understood terminology).

However, as McNamara & Core (ibid) also indicate, if librarians are to be equipped to work in effective partnerships with academic colleagues, it is not sufficient for them to receive minimal (or no) training in educational methods and learning strategies. Although many librarians possess educational qualifications or have extensive practical experience, many reference librarians enter the workforce unprepared for their teaching role. Few graduate librarianship courses provide the requisite basics and, frequently, the new librarian has little or no prior theoretical or practical training to inform their own practice. They are, therefore, often ill equipped to assume this complex role (Peacock 1999:183).

Teaching knowledge and skills must take an essential, rather than desirable, place in the librarian's portfolio (Heery & Morgan 1996). For every teaching librarian, experienced or otherwise, access to relevant, comprehensive and timely professional development is crucial to achieving this objective; it empowers them as educators and enables the development of an information literate community.

Postcard 2: The Walls of Jericho

The accentuated involvement of libraries in the promulgation and development of generic attributes is critical to the success of a university's educational goals and objectives and, for every library, information literacy fosters a broader teaching and learning role in their institutions. On this basis, library professionals need to engage in the ongoing planning,

development and implementation of teaching and learning initiatives, particularly as they relate to information literacy and generic competencies.

Unfortunately, this role is often neither readily recognised nor accepted by the individual academic or the broader university and there are a number of barriers (which exist beyond the control of the library) which inhibit a librarian's ability to fully participate in, and contribute to, the teaching and learning of the university. These may include, but are not limited to, the following scenarios:

1. *Limited understanding of the inherent link between generic attributes and information literacy and the library's contribution to the development of both;*

   While librarians are cognisant of the inherent educational and pedagogical links between information literacy and particular generic attributes (such as resource-based and problem-based learning and the development of critical thinking), the same can not be assumed of the greater proportion of university staff. Consequently, a heavy onus is placed on the university library to ensure that conceptual links are made between information competencies, generic attributes and lifelong learning. Common understandings may be also enhanced by explicit references to information literacy in university documentation.

2. *Narrow appreciation of the role of the library as an active contributor to the teaching and learning process (as that which extends beyond being a passive resource);*

   The traditional view of the library as a storehouse of print-based materials prevails, despite the escalating impact of technology upon access to, and delivery of, information resources and services. Regrettably, such a notion does not promote an accurate perspective of the library's educational role. Comprehensive promotion and marketing thus becomes a critical aspect of successfully re-educating clients and elevating the university library in the educational food chain.

3. *Reluctance to engage the library in teaching and learning partnerships and projects, either by exclusion or oversight;*

   Although a by-product of the previous issue, this phenomenon often reflects a conscious unwillingness to engage with the library in educational dialogue, or include librarians in relevant projects and/or activities. As librarians continue to challenge traditional teaching and learning boundaries, issues of academic accountability and 'ownership' arise.

   As Young and Harmony (1999:6) indicate, particular aspects of faculty culture continue to support a conservative approach to curriculum change. Issues such as micro-consultative faculty governance, a strong belief in academic freedom and professional autonomy, an

emphasis on research (with a corresponding de-emphasis on teaching as a professional practice), resource restrictions and increased pressures on time have a significant impact on the willingness and/or ability of the individual academic to change the content and focus of courses and/or units of study. To foster acceptance and elicit behavioural change, librarians must adopt a sensitive, diplomatic approach when interacting with their academic colleagues, and repeatedly emphasise the benefits, for all stakeholders, to be gained by the partnership.

4. *The high profile of technologically-driven initiatives which inhibits a library's ability to (i) equally attract funding that relates to teaching and learning initiatives, (ii) acquire access to course development pathways and (iii) participate in collaborative faculty and/or university projects.*

It cannot be denied that the impact of technology upon education has been, in most cases, positive and absolute. The prospect of new and more flexible ways in which to deliver content has resulted in the development of many creative teaching and learning mechanisms, and projects with technological dispositions currently attract increased consideration, funding and support. As current initiatives continue to over-emphasise the technology, what is yet to be realised is a pedagogically sound balance between educational objectives and technology-based teaching methods.

The development of information literate individuals, however, focuses on technology as an inherent *aspect* of content; this de-emphasis of the technology disadvantages libraries in the contest for funding and renders library participation in technology-based projects as seemingly irrelevant or unnecessary. Diligent lobbying, constructive networking and the sustained delivery of high quality learning experiences by librarians will dictate, over time, a change in attitude and behaviour and open up new partnerships and project opportunities.

Libraries, and librarians, must challenge the power quotient in universities and develop, exploit and foster strategic teaching and learning alliances. As their sphere of influence extends to include policy makers as well as the curriculum developers, there is a greater probability that the tertiary curriculum will reflect their involvement and address key information competencies.

Postcard 3: The Master's Apprentice

Few professions demand such a diverse partnership of skills as those embodied in the reference librarian, and information literacy is steadily, but convincingly, extending the traditional boundaries of this already complex role. A subtle shift in emphasis from that of librarians who teach to librarians _as_ teachers now requires a deeper understanding of the multiple facets of education and training. The extension of their role also necessitates their

involvement at developmental and strategic levels across the university, a change which dictates mastery of another set of skills.

Young and Harmony's (1999) model for information literacy integration proposes four categories of tasks which a reference librarian must be willing and able to assume:

(i)   establishing partnerships with the teaching faculty in designing a curriculum-integrated instructional program;

(ii)   creating content and class assignments for a course unit, a stand-alone session, or a credit course;

(iii)   evaluating student comprehension and application of information literacy competencies and instructional methodologies used;

(iv)   managing administrative tasks such as drafting policy statements, scheduling, designing electronic classrooms, and organising instructional materials.

These tasks can be grouped into two broad skills-sets (teaching and strategic skills) which exist in tandem with three professional competencies (content knowledge, technological competence and professionalism) *[see Figure 1].*

Teaching Skills

Specific elements fundamental to the success of the majority of teaching and learning interactions are identified by Kirk (1995:109-110) as:

- knowledge of educational theory and its practical application through instruction design, including knowledge of theories of learning and human development;

- ability to write instructional goals and objectives;

- ability to develop instructional programs and materials appropriate to the instruction goals and consistent with a personal theory of learning and human development;

- ability to formulate and execute an evaluation of instructional sessions and programs.

These skills cluster into the three main categories of design, delivery and evaluation.

1. Design

    At the heart of good teaching lies a course or curriculum which provides intellectual challenge, appropriate content and stimulating learning experiences. Good curriculum design is reflected in effective learning outcomes, which are then measured via flexible, ongoing assessment. In terms of information literacy, this approach involves the integration or adaptation of information principles into existing curricula or new units and courses.

    As noted above by Kirk, librarians must have grounding in learning theory, a recognition of diversity and an appreciation of various learning styles. To link content and learning

outcomes, they must be able to align the rationale, aims, objectives and assessment of the learning experience. The effective teaching librarian must also be capable of adapting and contextualising the use of a wide range of technologies.

2. Delivery

Skills in this category can be summed up as the "4xPs of Performance":

- *Preparation*: consists of familiarity with the subject content, teaching environment, facilities and equipment, and teaching materials; it also includes the need for mental preparation;

- *Presentation*: involves conceptual clarity, effective organisation of content, appropriate design and use of presentation software and/or teaching materials, and personal presentation (ie: manner and appearance);

- *Pace*: requires sensitivity to the <u>needs</u> of the audience and the individual, self-confidence, self-control and timing;

- *Pitch*: implies an awareness of the <u>level</u> of the audience and the individual, as demonstrated by the provision of appropriate teaching and learning experiences, selection of appropriate resource materials and implementation of suitable strategies to facilitate audience interaction and management.

3. Evaluation

Critical to the success of the learning process is the evaluation of program content and delivery. Ongoing review of content ensures currency and fosters originality. Regular critiquing of teaching performance, either by peer review or student evaluation, encourages innovation and self-improvement (Peacock 1999: 185). Skills in this area enable the teaching librarian to select and develop appropriate methods to determine the achievement of the desired outcomes.
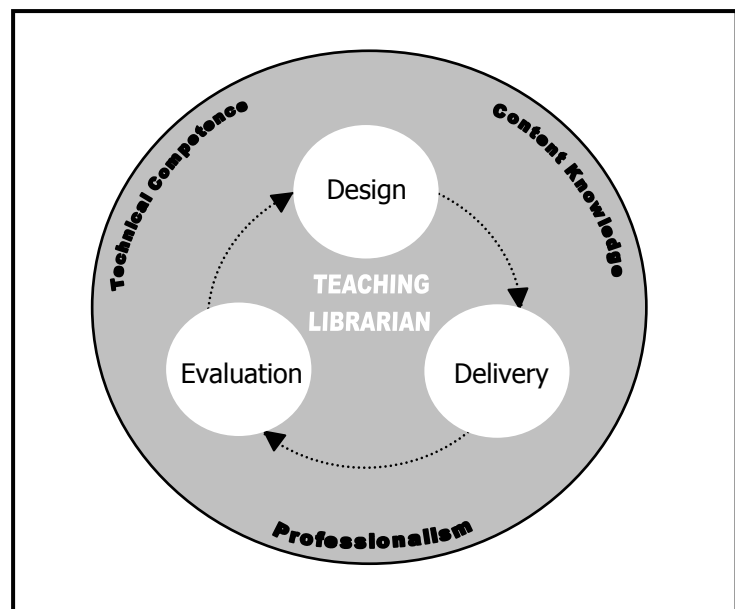

Figure 1: Teaching Competency Model

Strategic Skills

A prime objective of any academic library must surely be to ensure its teaching librarians are positioned as advocates of information literacy within the university. To be effective in this capacity, librarians should be able to demonstrate proficiency, to a high degree, in a range of non-teaching-specific skills such as communication, conflict resolution, negotiation, organisational (or 'political') awareness and policy development.

While some of these skills can be developed via formal training or management-related professional development activities (eg: communication), ability and understanding in many of these areas relies on experience and situational exposure. Senior library management can facilitate growth in this area by (i) effective and consistent modelling of best practice; (ii) demonstrating confidence in library teaching staff by supporting or encouraging their participation in strategic activities and relevant forums and; (iii) mentoring and advising staff on effective strategies.

Professional Competency

However, these skills alone are not enough to effect attitudinal change and influence curriculum reform. Their development and effective use relies upon a librarian's own level of competency in three key areas:

1. *Content Knowledge*

   This category refers specifically to information as a subject discipline in its own right. Each librarian must be able to demonstrate comprehensive information expertise, defined as a thorough knowledge and understanding of information principles, concepts, skills and resources. Of lesser importance, complimentary expertise in a particular subject area provides greater depth of understanding when working with faculty.

2. *Technological Competence*

   Technology has redefined the way in which a user interacts with information, and demands that, to be information literate, another layer of expertise is required. The teaching librarian must, therefore, be highly technologically literate; that is, they must have a comprehensive understanding of computer and network technology and possess superior computer skills. Each librarian must also be able to demonstrate fluency with *information* technology, defined as that which "focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology" (ACRL Standards 2000:3).

3. *Professionalism*

   This aspect indicates a willingness to embrace one's educational role and involves a high level of engagement with the processes, concepts and tasks involved in, and related to, teaching. In addition to core teaching responsibilities, it also entails proactive and willing participation in professional development activities, information literacy projects and promotional opportunities or initiatives.

Postcard 4: Foundations - the QUT experience

QUT Library has an extensive teaching and learning tradition. It demonstrates a strong commitment to student learning outcomes and its Information Literacy Program emphasises a strategic approach relating to the broader generic attributes agenda of the University. The Library's ultimate goal is to promote information literacy as a key competency for lifelong learning, fundamental to the teaching, learning and research focus of the QUT community.

QUT Library articulates this commitment in its *Information Literacy Statement of Purpose*:

> QUT Library provides leadership in developing and fostering the essential information literacy knowledge, skills and understanding of the QUT community. The university-wide information literacy program promotes critical thinking and equips individuals for lifelong learning. In partnership with academic colleagues, the Library enhances curricula and creates learning environments which support QUT's teaching and learning goals.

The Library's Information Literacy Program delivers a comprehensive generic curriculum and a diverse range of discipline-specific information literacy classes and integrated courses to undergraduate and postgraduate students, staff and external client groups. The Program also delivers research-based courses such as EndNote, *Net.train* (the Library's Internet training program) and the credit-bearing postgraduate unit, *IFN001: Advanced Information Retrieval Skills (AIRS)*.

However, the Library also aims to promulgate models throughout the University for facilitating and evaluating information literacy initiatives in terms of curriculum structure, assessment and student learning outcomes. As part of a University-wide information literacy initiative, the Library continues to actively pursue and develop collaborative partnerships to facilitate the integration of information literacy into the teaching and learning of the University.

The teaching librarians[1] assume responsibility for the design, development and delivery of the Library's information literacy programs, initiatives and resources. They also work in close partnership with faculty and support staff from other areas within the University to ensure the achievement of teaching and learning objectives across the curriculum. As a multi-campus

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[1] *Defined as all Library staff with teaching responsibilities including, but not limited to, the Reference librarians, AIRS Librarian and Information Literacy Coordinator.*

institution, the development and delivery of its education and training programs presents diverse opportunities, and challenges, for the Library's teaching librarians.

At QUT, information literacy falls entirely within the Library's mandate. However, cooperative partnerships are cultivated with those departments responsible for the development of complimentary literacies, such as academic and technological literacy. Organisationally, these departments reside alongside the Library within the Division of Information and Academic Services (DIAS).

Postcard 5: First 'Steppes'

As QUT Library seeks to broaden their teaching and learning role, it has recognised the need to address the specific educational needs of their teaching librarians. In response, in June and July 2000, the Library's teaching staff undertook a localised adaptation of the EduLib[2] program.

QUT Library's EduLib Program

In brief, the overall aims of the 'EduLib' workshops were to:

- Identify and articulate the pedagogical and practical knowledge and skills required to teach effectively in a tertiary environment;

- Provide librarians working in a higher education institution with the skills and capabilities to enable them to execute their education and training roles, and to communicate effectively with diverse client groups and;

- Foster within a higher education library community a professional culture which recognises that, with the increased and expansive influence of technology upon education, professional roles will change and that librarians now require specialised training in teaching methods and staff development skills.

The final program *[see Appendix A]* consisted of eight sessions, of three hours duration, conducted over consecutive weeks; an additional module *(Instructional Technology in T&L)*, intended to address how to make the maximum use of technology as an educational tool for effective learning, was postponed. Given that attendance was mandatory for all teaching librarians, funding was made available to provide backup staffing for the information desks.

As the final evaluation and report is currently in progress, it is difficult to pre-empt the evolution of this staff development initiative. However, it is anticipated that a revised program could best be offered in combination with other peer review procedures and staff development programs

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[2] *Originally developed in the UK as a Joint Information Systems Committee funded project under the 'eLib' program. More detailed project and program information can be found at the EduLib website at http://www.tay.ac.uk/edulib/index.html.*

provided by the Library and/or University. As a result of recent staff forums, planning meetings and discussions, a new model of staff development for the teaching librarians is taking shape.

The "PILD Model"

The *Professional Information Literacy Development Model* (PILD) draws upon the lessons learned from the EduLib initiative and seeks to expand and adapt the concept to suit the QUT Library context *[see Figure 2]*. It will endeavour to maximise accountability and efficiency by linking to institution-wide staff training and development activities, and by engaging trainers with specific expertise from departments or faculties. It may also be appropriate to engage the services of other providers external to the University. Central to the PILD model is a strong emphasis upon peer mentoring, observation and re-training and it is proposed that each new staff member will be assigned a PILD peer mentor at the commencement of the cycle.

It is envisaged that this procedure may be linked to the induction and probation process and that a new reference librarian would not undertake teaching duties until they had completed the PILD cycle. In the case of a reference librarian with extensive or related teaching experience, negotiated exemption from various components of the program may be acceptable. It is also recognised that the final model must be sustainable in terms of staff time and financial resourcing.

As planning is in the preliminary stages, the following process should be viewed as a provisional model only, and subject to change.

Step 1: Knowledge development

Knowledge, in this context, refers to the pedagogical underpinnings of teaching and learning. Topics may include learning theory, diversity, developing effective evaluation and assessment strategies and becoming a reflective practitioner.

Step 2: Skills training

This step addresses the skills required to facilitate effective delivery, such as presentation skills, organisation of activities and classroom and behaviour management. It also includes the development of the librarian's own information and technology skills. Existing University courses, such as 'Train the Trainer', may provide additional support.

Step 3: Observation

Modelling is a powerful teaching and learning tool, and observation is standard practice in all teacher education courses; likewise, this step is regarded as a critical ingredient in the PILD process. During three interactions, the librarian will have the opportunity to observe how the various aspects of content and delivery come together. Each session will vary in terms of

content, delivery techniques, context and client group; ideally, at least one of the sessions will be conducted by the staff member's peer mentor.

Step 4: Peer Appraisal

Peer/colleague appraisal "is a form of assessment which is designed to provide feedback to instructors about teaching and learning in their courses, seminars, or clinics". It is a process which can provide a more complete view of the instructor's classroom activity and interactions with students (CIDR 1997).

Before completing the PILD cycle, it is proposed that each 'trainee' will undergo peer observation of one training session they deliver. This appraisal would ideally be conducted by the mentor in 'real time' (ie: not videotaped), thereby simulating an authentic experience and providing immediate feedback. The process also encourages reflection, enables self-analysis and identifies potential future training requirements.

Although Library teaching staff have undergone preliminary training in peer appraisal techniques (as part of the EduLib program), it is envisaged that further training will be required to ensure an effective and supportive process takes place.
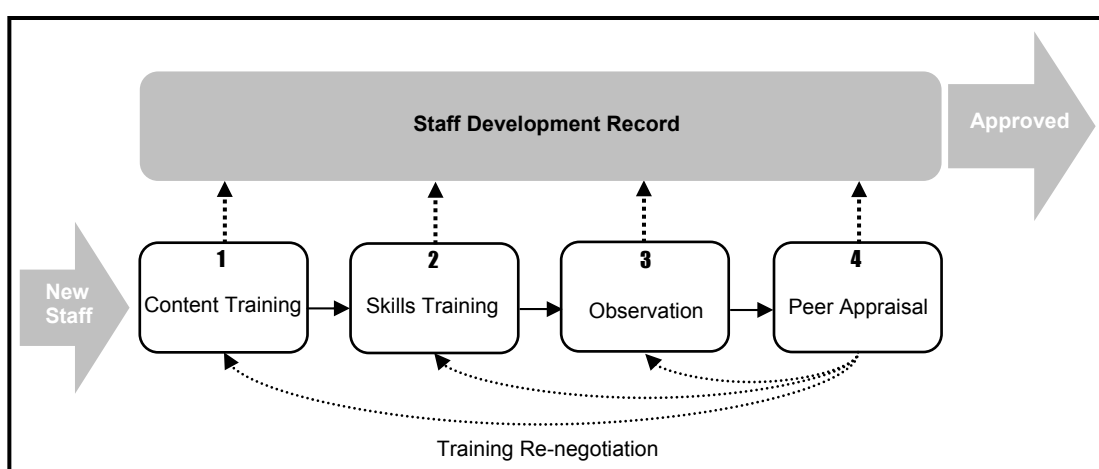

Figure 2: The PILD Model

Re-Training

This step is a critical loop back into the training process. It endeavours to address knowledge and/or skills which require further development and highlight where additional training would improve performance.

There are considerable training implications inherent in providing quality services and the re-training step is critical to maintaining, refining and developing the skills of new and experienced teaching staff. However, as with other academic curricula, effective design and delivery of information literacy courses depends upon the experience and knowledge of

teaching staff which comes from extensive and ongoing practice as well as training opportunities. Therefore, consistent exposure to a wide variety of teaching interactions will enhance any staff development activities.

Postscript: Non-reference support mechanisms

Confronted with the reality of ever-increasing financial restrictions, libraries are now looking for creative ways in which to economise and diversify their resources. One increasingly common strategy is to draw staff from technical areas to provide additional support for Reference Services, often with limited success where it pertains to the education and training of clients.

For the teacher/trainer, sustained use of specific resources and concepts, such as databases, the Internet or search strategies, is critical to their ability to remain current with the information concepts and skills they must teach. The lack of ongoing and concentrated exposure to the content and context of programs, and limited experience with the way in which students seek and use information, often combines to frustrate and isolate the non-reference-based teacher/trainer. Potentially, such a situation can manifest in a lack of confidence relating to content and delivery, and a reluctance to participate in further educational activities.

Of significant importance is the effective delivery of a quality service to the client. For reasons already noted, libraries must endeavour to model best practice in teaching and learning and ensure that clients receive equitable educational experiences of a high and consistent quality. Libraries have a duty of care for both their staff and their clients; therefore, careful consideration must be given to the implications of this approach for staff morale, professional development and client service.

Conclusion

Although academic libraries have already established a 'training' role in universities, substantial technological, pedagogical and cultural changes occurring within the higher education sector now demand that reference librarians become *educators*. This complex role demands more than sound pedagogical knowledge, advanced teaching skills and an ability to develop and deliver effective learning experiences. It also requires that the teaching librarian functions as an *educational professional*; that is, as one who can engage in educational debate and decision-making processes, influence policy, forge strategic alliances and demonstrate diplomatic sensitivity.

Clearly, the success of the information literacy initiatives of a library, and indeed a university, is largely dependent upon the commitment of the reference librarian to the goals and objectives of a program, and their ongoing involvement in the development, promulgation and implementation of educational services and resources. Unfortunately, the absence of teaching

and learning theory and practice, or the provision of unfocused or irregular training, can result in underdeveloped or inappropriate skills.

In order to minimise the barriers to achieving institutional information literacy aims and to ensure the greatest benefit for all concerned, it is essential that staff development programs for teaching librarians are appropriate and timely. To be relevant, professional development programs must accommodate a broader scope than that traditionally deemed appropriate for librarians, coupled with a more specific focus regarding context and content.

As the responsibilities of teaching librarians in universities are not defined by typical academic parameters, ultimately the onus is upon the individual to blend the knowledge and skills possessed by both librarian and teacher to successfully implement and integrate information literacy into an highly structured environment (Peacock 1999). Despite the obstacles, it stands as testament to the dedication, energy and enthusiasm of reference librarians in higher education that the majority continue to derive great enjoyment and satisfaction from the teaching aspects of their role. With the provision of adequate resourcing in terms of teaching materials, support staff and additional funding, maximum benefits are assured.

It is essential that each university seeks out, and draws upon, expertise necessary to fully develop and support the changing teaching and learning environment, and it must be recognised that such expertise exists beyond faculties, such as that offered by libraries and librarians. The challenge for libraries is to transform the theory into practice. The challenge for librarians is to make the practice perfect.

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APPENDIX A: QUT Library Teaching Staff Development Program (EduLib)

Module No.	Title	Objectives
1	Understanding Learning	To identify information about learning that may enable librarians to improve the quality of the learning environments and experiences they provide.
2	The Nature of Teaching & Teaching Methods	To develop a coherent framework that provides a basis for subjecting the diverse activity of teaching to systematic examination; To provide participants with the capability to analyse their own teaching processes and plan and structure their teaching in a deliberative manner so as to relate their teaching more directly with the learning process.
3	Working with Diversity	To help participants to identify the benefits and limitations of difference; To appreciate the points of view and values of different groups within higher education; To consider strategies for working with difference in their own teaching; To appreciate learners as individuals who have alternative beliefs, values and attitudes which bear upon the educational process.
4	Evaluation of Teaching & Learning	To introduce methods that librarians may use in order to gain feedback on the effectiveness of their own teaching sessions inc: • an overview of evaluation in the context of curriculum design • an introduction to a 3 stage learning model • particular evaluation techniques • assessment basics
5	Developing an Effective Teaching Portfolio	To introduce the concept of developing and maintaining a teaching portfolio as a formative and summative tool to demonstrate the development of good teaching practice to provide: • an account of professional development as a teacher/educator; • a collection of "evidence" of a teacher's impact on student learning; • certification of professional development.

6	Planning a T&L event	To assist librarians to plan a variety of teaching (and facilitated learning) sessions, inc: • specifying aims and learning outcomes; • mechanisms for checking learning outcomes have been achieved; • planning learning activities to enable the attainment of specified learning outcomes; • planning inputs (presentations and resource-based materials); • sequencing and timetabling a session; • obtaining feedback; • structuring an appropriate learning environment.
7	Making Presentations & planning/critiquing	To explore elements which contribute to effective presentations, such as consideration of learning styles, audience, process, content and delivery; To introduce methods that librarians may use in order to gain feedback on the effectiveness of their own teaching sessions; To provide information and materials to enable librarians to conduct observations in a supportive and collegial manner where the aim is to enhance the quality of teaching.
8	Teaching Practice - micro-teaching exercise	To provide participants with an opportunity to put into practice what they learned during the EduLib course inc: • presentation of a 5 minute micro-teaching session on any topic of their choice with other participants as observers to provide feedback at the end of each session to their colleagues in a supportive and positive way; • video-taping of 3 sessions (volunteers) for group and individual critiquing.