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Fostering the community of librarian teachers: a collaborative partnership to assist librarians develop teaching skills

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Changing roles of librarians




Skills for Teaching Information Literacy (STIL)

UWA Library - Laying the Foundation - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Laying the foundation



How it works

- Select the desired outcome
- Use the supplied learning resources to develop your skills
- Select a method to demonstrate to yourself the achievement of the outcome

| Desired Outcomes | Learning Resources (Suggestions only) | Achievement of Outcomes (Suggestions only) |
|--|--|--|
| Reference Librarians can recognise their own learning profile. | <p><u>Essential</u></p> <ul style="list-style-type: none">• Paragon learning style inventory (oswego.edu)• Evaluating your learning style (webster.edu) <p><u>Further Reading</u></p> <ul style="list-style-type: none">• VARK inventory (vark-learn.com)• Index of learning styles questionnaire (ncsu.edu)• Hemispheric dominance test (mtsu.com)• Coanitive/Learnina Styles (psvcholoav.org) | <p>Documentation of own personal learning style according to 3 current learning styles.</p> <p>Write a paragraph about your learning style in your learning portfolio.</p> <p>What teaching methods work best for your learning style?</p> |



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Professional Portfolios Adapting them for Librarians





Peer Feedback: Adapting for library practice

- Formative not summative
- Gain?
- Who is my 'peer'?
- What can I ask them?





Concerns over peer feedback

- Perspective of feedback provider
- Perspective of feedback recipient





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Perspective of feedback provider





Suggestions from the literature for feedback provider

- Start with positive comments
- Ask them what they would improve
- Focus on actions (teacher's and students'), not on personalities
- Ask reasons for particular teacher behaviours





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Perspective of feedback receiver





Suggestions from the literature for feedback receiver

Receiver has control over the process
– they select:

- What is reviewed
- Who reviews it (inside/outside discipline)
- How the feedback is provided (chat over coffee / written notes)





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Reflections on collaboration

