

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

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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

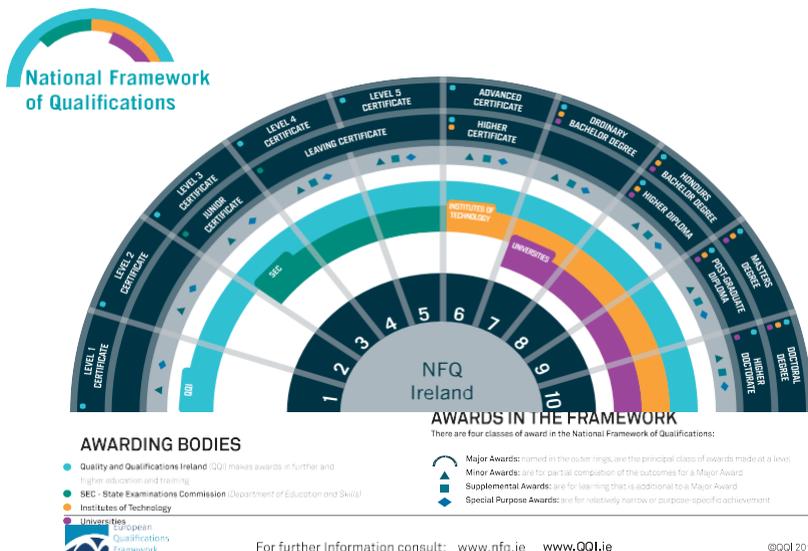
I am engaged in formal assessment of some of the students that I teach. Students who attend library classes as part of an embedded module are assessed by the librarians in Aungier Street. An embedded module would include a set of timetabled library classes. The content of the classes is taken from our 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.)).



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 (LTTTC). 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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