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

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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 January 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, 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 & 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, 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/2Gk8G0Y>.)

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 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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