LEARNING FROM TEACHING

National forum PDF pilot: HECA Librarians
Rob McKenna
TIMELINE

Consultation and Exploring Existing Provision

Phase 1: 2014/15
- Existing Accredited and Non-Accredited CPD reports
- Mapping Professional Development
- Conceptual Model for PD

Further Consultation and Development of National PD Framework

Phase 2: 2016
- National Guidance on PD for those who teach
- Resource for Planning Personal Development
- National PD Framework for all those who teach

Interpret the PD Framework and Develop Professional Recognition Framework

Phase 3: 2016/17
- Pilots
- National Framework for Professional Recognition
ACCREDITING PD

NPDEG
10 Members
Univ, IoTi and HECA reps
First Meeting 23/11/16
20 National Pilot Groups
Resource development

Digital Badges
Nationally Recognised Badges
Open Access
Resource Packs for Sector

T&L Fund 2016
001- PD for leaders and digital champions
002- PD Discipline Level
003- Alignment and Enhancement

Professional Recognition Framework Autumn 2017
Figure 2: The domains, underpinned by the framework’s values.
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<td>Learning from these activities comes from their collaborative nature</td>
<td>These activities are independently led by the individual. Engagement is driven by the individual’s needs/interests. Individuals source the material themselves</td>
<td>Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives</td>
<td>Accredited programmes of study (ECTS or similar credits)</td>
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<td>Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums</td>
<td>Examples - Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication</td>
<td>Examples - Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects</td>
<td>Examples - Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy</td>
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Figure 1: Types of learning
COLLABORATIVE PROCESS

- Kickstart – discussion
- Twitter – PD pilot
- Workshop – portfolio and metadata
- Video – Wordpress
- PDF Pilots home and Teaching and learning
- Workshop – wordpress
- Workshop – wordpress
- Workshop – wordpress and reflection
MEETINGS AND WORKSHOPS

- Two initial setup meetings
- Four workshops on the portfolios
REFLECTION AND DOMAINS

Brookfield (2017) – Four lenses (adapted)

• The self
• Literature and research
• The patron/student
• Colleagues
Multiple layers of reflection

This activity is an extension of the idea of double entry journals where initial descriptive writing is subjected to reflection at a later stage, with the reflective writing usually written in a column alongside the description, or on the opposite page. Multiple layer reflection is where there is another and perhaps yet another review of the initial description and its initial reflection, perhaps taking in increasingly broad ranges of entries and seeking patterns.
ALL WORDSWORTH ON Y’ALL

- I don't want to get all Wordsworth at this point! I do however think that this is true. Your first draft should necessarily and correctly be narrative. When I give feedback on a reflection and suggest how it might develop, and the areas that you could profitably add to it this in no way invalidates your reflection. It just suggests that there is further work you can do to make it more reflective in the sense that we are looking for.

- This also, I hope, will help you navigate the tension between public and private.. Perhaps your draft reflections should only, always be password protected and you should only present in public your worked on complete reflections. These would present the self (perform) as a learning reflective practitioner and would therefore be suitable for public consumption in the context of professional development. They would not be dishonest, think of it as the equivalent of only publishing the peer reviewed version of a paper, rather than your draft which was improved,

- Reference

DIEP

- Describe
- Interpret
- Evaluate
- Plan
MY SIMPLE SUGGESTION

- Past
- Present
- Future
Figure 2: The domains, underpinned by the framework’s values.
BECOMING DIGITAL

Beetham and Sharpe 'pyramid model' of digital literacy development model (2010)
Digital capabilities: 
the six elements

- Information, data and media literacies
- Digital creation innovation and scholarship
- ICT proficiency
- Digital learning and self development
- Communication, collaboration and participation
- Digital identity and wellbeing

CAPABILITIES
IDENTITY

'We act as if being a man or being a woman is actually an internal reality or something that is simply true about us... but actually it's a phenomenon that is being produced all the time and reproduced all the time'

(Judith Butler)
<table>
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<tr>
<th>Maturity</th>
<th>Context</th>
<th>Technology</th>
<th>Characteristics</th>
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<td>Awareness</td>
<td>Individual and pioneers explore the power of digital technology to create the paperless ePortfolio.</td>
<td><strong>The paperless portfolio</strong>: pdf files, spreadsheets, presentation software, databases, offline, mixed media, hypermedia</td>
<td>Stand alone, local</td>
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<td>Exploring</td>
<td>The range of practices expands with the emergence of social media.</td>
<td><strong>The online social portfolio</strong>, Internet, World Wide Web</td>
<td>Social, Internet</td>
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<td>Developing</td>
<td>ePortfolio is adopted as institutional practice.</td>
<td>Rise of the ePortfolio Management Systems (ePMS)</td>
<td>Institutional, Intranet</td>
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<td>Integrated</td>
<td>The need to make ePortfolio interact with other institutional system emerge.</td>
<td><strong>Authentication</strong>, single sign on (SSO) for integration with other applications (e.g. LMS)</td>
<td>Interconnected with other systems</td>
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<td>Transformative</td>
<td>The ePortfolio as personal and community asset manager, seamless interaction between individual, collective and institutional ePortfolios.</td>
<td>Open Badges, Open Credentials, public, distributed ledgers (blockchains)</td>
<td>Distributed under the full control of their authors</td>
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PROCESS

1. Awareness
2. Exploration & Filtration
3. Learning
4. Personal & Professional Application
5. Sharing & Reflection
EPORTFOLIO PROCESS

Concrete Experience
(doing / having an experience)

Active Experimentation
(planning / trying out what you have learned)

Abstract Conceptualisation
(concluding / learning from the experience)

Reflective Observation
(reviewing / reflecting on the experience)
PROCESS

The Simplest Experiential Learning Cycle

DO IT.

Now What?
What will I do differently next time?

What?
What happened?
What were the results?

So What?
What do these results imply?
How did I influence the outcome?

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html
EPORTFOLIO PRODUCT

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PRODUCT
THE PORTFOLIOS
PDF Pilot Studies – A librarian reflects?
Recording and reflecting on CPD activities as part of a pilot project

Home
About
Blog

CATEGORY CLOUD
Collaborative Non-accredited
(informal) Structured
Non-Accredited
(non-for-

Home

As a member of the HECA library committee, I was delighted to be asked to take part in the ‘Professional Development Framework Pilots’, organized by the National Forum. It should provide an excellent opportunity to officially record and reflect on my CPD activity over a period of months. I will then map these activities to the National Professional Development Framework.
PDF PILOT

ePortfolio Justin Smyth, Librarian, CCT

HOME


Justin Smyth, Librarian, CCT
Your Professional Knowledge and Skills Base – LAI CPD PKSB Event

This was a Library Association of Ireland (LAI) event I attended in March 2017. It introduced the professional Knowledge and Skills Base (PKSB) self-assessment tool created by the Chartered Institute of Library and
PROFESSIONAL DEVELOPMENT

An e-Portfolio by Marie O’Neill, Head of Library Services, Dublin Business School

TYPOLOGY OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Accredited
(Formal)
Collaborative
Non-accredited
(informal) Structured non accredited (Non Formal)

ABOUT
Librarian professional development recognition in association with the NF T&L

THE PDF PILOT AND THIS EPORTFOLIO

DATA MAPPING AT AIRO
Myself and Debora showed two librarians from Tallaght IT a demo of Koha week. The librarians spend mourning with us learning about the front end of Koha. Tallaght IT is introducing Koha very soon. This meeting was arranged by our systems librarian David Hughes after a talk he gave recently on switching to Koha. The meeting was very useful as we exchanged information on interlibrary loans and overdue book systems. Tallaght IT adopted a point system for overdue books. The systems works on the basis that when students reach a points total, their college privileges are suspended and replacements costs are added. These systems contrasts with the system we use of monetary fines and replacement costs. The category this item falls under un-structured and the tag is professional communication and dialogue.
OWNERSHIP

• Tentative
• Lack of a sense of ownership
• Technical difficulty?
CPD PROJECT

Librarian professional development recognition in association with the NF T&L

THE PDF PILOT AND THIS EPORTFOLIO

DATA MAPPING AT AIRO
NUMBER OF POSTS ON PORTFOLIOS

#Posts

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BREAKDOWN

- 95 posts in
- 100 typologies / categories (4 non categoriesed)
- 159 Domains listed (13 missing domains)
- C10 posts mean and median
SEVEN(ISH) PROMPTS

1. What (if) did you find useful about the process?
2. How do the NF Domains map to your work? Is it a useful lens to view your CPD?
3. Did the typologies help you think of how your CPD
4. What would you do differently and what did you do that worked well?
5. How do you plan to carry this forward? Do you plan to use this or take it to make a new eportfolio?
6. Do you think this process is useful for librarians, even if not "teaching"?
7. Did you find the reflection useful? Is the portfolio a good place for it? What did you learn? (particularly about yourself and your learning/development)
What (if) did you find useful about the process?
1 USEFUL

Collegiality

“The most useful aspect … was the informal networking.”

“- The networking aspect was a highlight”

“I liked the collaborative aspect of the project”

Focus on CPD

“a chance to think about the CPD or lack of it in certain areas”

“think about what I do with regard to CPD “

Also cataloguing activities
How do the NF Domains map to your work? Is it a useful lens to view your CPD?
2 DOMAINS

Positive

“a useful way to consider some aspects of my work”

“I found them really useful… really captured the rounded nature of PD activities”

Less positive

“I am unsure if the current NF domains map directly to my work/training….. certainly a good starting point”

“A bit “meh”, to be honest”

“I’m still a bit confused about ‘The Self’ Domain”
3

Did the typologies help you think of how your CPD
3 TYPOLOGIES

Generally met with approval

“The typologies allowed me to consider activities as CPD that I may not have previously, particularly some of the unstructured and non-accredited. They also allow me to see areas that I might focus on developing further.”

“helped me to realise that activities I wouldn’t have originally marked down as CPD are actually relevant.”

“provided scope to capture the informal as well as formal”
What would you do differently and what did you do that worked well?
WHAT DID YOU DO WELL

“I decided to use the DIEP Reflective writing… think I might have gone a bit off tangent without it!”

“The discipline of simply documenting activities “

“the collaboration with other professionals - librarians and non-librarians.”
WOULD YOU DO DIFFERENTLY

Time

“updated my eportfolio on the day of the activity!
“attend a few more group sessions”
“I would not record all interactions as part of the CPD process”
“I would structure the process so that there was allocated time each week for it. “

Look

Be bolder visually.
How do you plan to carry this forward? Do you plan to use this or take it to make a new eportfolio?
STICK OR TWIST?

Stick

“I think I’ll use this one going forward, although a little bit of rebranding…”

“would …use this in future… a little dishonest to make a new ePortfolio”

Twist

“I do intend on continuing in some capacity… . I don’t intend carrying on with my eportfolio in the form it is now however. The process of documenting for such a specific audience did influence the writing, so I am inclined to rethink my approach there. I may separate documenting my day to day activities from my public portfolio.”

“I would probably start with a new e-portfolio
Do you think this process is useful for librarians, even if not "teaching"?
USEFUL FOR LIBRARIANS?

Yes

“Yes, I definitely think this is useful. It helped me to see the value that Librarians bring to colleges and it’s always good to market yourself and the work that your library does.”

“Yes definitely. Librarians need not so much CPD per se as situational awareness, “

Yes i think it was useful in terms of creating awareness of the different learning channels that we use.”

Maybe

“I am not sure… I think if I am to develop an ePortfolio for Library Staff, as most do not teach, then I am going to have to think about looking at the domains in the framework”
Did you find the reflection useful? Is the portfolio a good place for it? What did you learn (particularly about yourself and your learning/development)?
PROCESS / REFLECTION

Reflection

“I am not sure that a reflection is necessary for all of the CPD that I would engage in/with.”

“as it pushed me from merely describing PD activity to reflecting on it to also capturing how the PD activity altered practice in the work setting”

“Returning to those initial entries and reflecting on a deeper level with the benefit of some distance is an approach I intend to continue with. This second reflection is where I might consider staying with the e-portfolio.”
PROCESS / REFLECTION

Learnings

“I learn by doing, and the theory comes afterwards, if at all. That maybe a lot of my learning is driven by fear of failure and the need to be more knowledgeable than others.”

“I have learned that I need to do it more often, I intend to put time aside to continue to engage in CPD using the ePortfolio from the T&L Pilot.”

“I learned that sharing your PD activity with other people and they with you is hugely beneficial. It's like collaborative reflection.”
"There are a lot of advantages that we're still trying to learn about"

Stars and Stripes 2016
FURTHER WORK

• Adapt portfolios for librarians (non-teaching)
• Look at library domains and CPD
• Support network on digital skills
• Analyse the reflective discourse
SELECTED READINGS

- Europortfolio project – see http://www.eportfolio.eu/resources/contributions/technology/eportfolios-openledgers-openbadges-and-blockchains