Encouraging Experimentation and Creativity through Professional Development: Turning our Failures into Best Practices

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Freedom and empowerment
Overcoming Lack of Participation

Links and Things:
- Intersectionality at the Reference Desk: Lived Experiences of Women of Color Librarians
  Submitted by Lily
- How Black Twitter and other social media communities interact with mainstream news
  Submitted by Lily
- Are libraries neutral?
  Submitted by Bonnie
- ALA MidWinter President’s

What’s Going On At Your Campus

Looking for your next great read? Need a great book to listen to in the car? Check out this list of what your fellow colleagues are currently reading:

- Bonnie is listening to: [Book Image]
- Bonnie is reading: [Book Image]
- Amanda is reading: [Book Image]
- Lily is reading: [Book Image]
- Dina is reading: [Book Image]
- Stella is reading: [Book Image]
- Jessica is reading: [Book Image]
- Marlene is listening to: [Book Image]
Call for Participation! We are looking for submissions for any of these features. Email Amanda and Jessica if you want to be featured in an upcoming Buzz.
Be a guest on the "What's Your Take" mini-podcast!

Would you like to be a guest on the "What's Your Take" mini-podcast in an upcoming Buzz?
Select the topics that you'd be interested in talking about on the podcast and we'll reach out to you!

* Required

Email address *

Your email

Select the topics that you'd be interested in talking about as a guest on the "What's Your Take" mini-podcast? *

☐ Question: "Is freedom of speech important to you because you are a

Instant Participation
In Vol. 75 We told you there were ways you could impact the Buzz....Now here are the results!
How MOOC’s and Educational Technology Can Help with your Professional Development Skills

Forget about the debates or the implications for the larger universities, you can read about that in the Chronicle or here, but I proffer* that we, as academic librarians can utilize Moocs for our own personal advantage to enhance our professional development skills. Ever wish to learn a foreign language to help better communication with your patrons? Take a statistics course improve your research methods abilities or even a basic English or Business class to help better understand your library liaison areas? The best part is Moocs are free, you can take a course on your own time, you don’t even have to finish it since there is no payment or credit offered and to top it off, you can finally take a course from an ivy league university if you never had the opportunity!

Major Players in Mooc Market

![Coursera](https://via.placeholder.com/150.png)
![edX](https://via.placeholder.com/150.png)
![UDACITY](https://via.placeholder.com/150.png)

*Along with Allysa Valenti, Electronic Resources Librarian at Raritan Valley CC who I will be presenting a poster session at NJLA on this very topic:

http://njlaconference.info/content/moocs-passing-fad-or-perfect-fit-librarians
Make Participation Intuitive

Self-Directed Achievement
Yammer Accountability Group

What is the self directed achievement group?
The Self Directed Achievement Yammer Group is a group that will support and enhance librarians abilities to be self directed learners.

How does it work?
Every two weeks librarians will identify a manageable goal that can be completed in two weeks and will use the support of the yammer group to be held accountable. After the two weeks of the goal posting, librarians will return to the group and share if they achieved their goal and if not they will reflect on what barriers prevented them from achieving their goal.

How can I join the group?
Sign up through the Library workshops and Instructional Design Support form and then you will receive access to the Private Yammer Group.

Amanda Pakut - July 10, 2017 at 9:05 am
There is still time left to participate in the SDA 4 Goal! Its the last goal cycle of the semester. If you are interested in participating please share your goal today! The latest tomorrow.

Amanda Pakut - July 3, 2017 at 11:34 am
And SDA 1 Goal Cycle is a wrap! Did you complete your goal? Please share your progress (good or bad) and take the week to consider your SDA 4 goal (if you plan to participate).

Paul Gaflami - July 5, 2017 at 7:31 pm
I managed to complete my 3 FAQs (and one FAQ widget, embedded into my Cybercrime 101 page). I need to go over again how to create a widget in version 2, as I only created so far a widget in the old version (but I intend to do so soon).

Here’s link to one of my completed FAQs (is there a database which I can use to “source” an answer) http://tncs.library.towson.edu/faq/304413.html

Blackboard Library Home Page
Share best practices to increase confidence
Confusion from complex processes
Form D: Peer Conversation

Course: __________________________
Date: __________________________
Librarian Requesting Feedback: __________________________
Librarian Providing Feedback: __________________________

Part IA. Librarian Requesting Feedback: Please identify at least three areas in each of the following proficiencies that you would like feedback on.

I would most like feedback on the following aspects of my presentation:

1. Presentation skills
   - use of eye contact, voice, gestures
   - diverse presentation style
   - use of classroom technology
   - audience engagement
   - clarifies confusing language
   - uses level-appropriate vocabulary
   - avoids jargon

2. Teaching & Instructional Design skills
   - active, collaborative or other appropriate activities
   - modifies teaching as needed
   - adapts teaching to class style/setting
   - sequences information in a lesson plan
   - encourages student questions
   - encourages faculty participation
   - addresses different learning styles
   - creates learner-centered content (e.g. Assignment Guide, video tutorial, etc.)

3. Assessment & Evaluation skills
   - assessment method addresses IL learning outcome
   - assessment method is engaging and dynamic
   - assessment method provides an artifact demonstrating student learning
   - assessment method well designed and easy to understand
   - assessment data collected can lead to change in instruction

Part IB. Librarian Requesting Feedback: Please identify at least two areas in each of the following proficiencies that you would like feedback on.

I would most like feedback on the following aspects of my presentation:

4. Subject Expertise
   - incorporates current topics in related subject areas into instruction
   - identifies core primary and secondary sources within a subject area
   - uses vocabulary for the subject and related disciplines

5. Curriculum & Information Literacy Knowledge
   - develop appropriate instruction within the context of the curriculum
   - integrates classroom assignment with IL learning outcome
   - presentation acknowledges previous opportunities on IL Map
   - includes opportunities for professional development related to IL
Feedback 360 Reboot

Self-reflection is a critical piece of engaging in library instruction. This phase is essential to anyone being reviewed, and will help to determine what you focus on during your participation in Feedback 360 for the given review year.

For this phase, you must complete Form A: Self-Reflection, which allows you to reflect on your current skills and abilities, as well as identify three proficiencies that you would like to focus on improving. All of the proficiency categories on this form have been aligned to ACRL’s Roles and Strengths of Teaching Librarians standards.

After your in-class instructional review, you will return to the self-reflection as part of your follow-up conversations in phase 4.

Form A: Self Reflection

Use this link to complete Form A or use the embedded version below.

***Please note that progress on this form can be saved for up to 30 days without submitting.

Feedback 360 Form A: Self Reflection

Name

First

Last

Email

1. Information Literacy Advocate

Advocacy by the teaching librarian may involve persuasion, activity, encouragement, and support in many forms. Advocacy is required when working with library leaders and the college or university administration to promote and advance information literacy, student learning, and the information literacy program within the overall library organization.

1 2 3 4 5

Ineffective ○ ○ ○ ○ Highly Effective

I can improve my Information Literacy Advocate Skills by doing the following:
Overlooked event logistics

Week-long in Service Event
<table>
<thead>
<tr>
<th>Monday, 8.16 Newark</th>
<th>Tuesday, 8.17 NYC</th>
<th>Wednesday, 8.16 Newark</th>
<th>Thursday, 8.17 NYC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-9:15am Welcome &amp; Introductions(201)</td>
<td>9:00am-9:15am Overview of the Day(201)</td>
<td>1:00pm-1:10pm Overview of the Day (201)</td>
<td>9:00am-9:10am Overview of the Day (202)</td>
</tr>
<tr>
<td>9:15am-10:00am Year in Review</td>
<td>9:00am-9:10am LibraryHits Training (201)</td>
<td>1:10pm-2:10pm Strategic Planning (201)</td>
<td>9:10am-9:15am Moving our U Program Forward (203)</td>
</tr>
<tr>
<td>10:45am-10:55am Break</td>
<td>10:05am-10:15am Break</td>
<td>2:30pm-2:40pm Break</td>
<td>10:00am-1:10am Gold Training (201), LibGuides v2 Training (202)</td>
</tr>
<tr>
<td>10:45am-11:30am Committee Meeting (201 &amp; 202)</td>
<td>10:15am-11:10am LibGuides(200) &amp; Individual Headstarts</td>
<td>2:40pm-3:40pm Universal Design(206) LibGuide v2 Training (201)</td>
<td>11:30am-12:00pm Learning Objects, LibGuides and LibGuides Oh My (202)</td>
</tr>
<tr>
<td>12:00pm-1:30pm Lunch &amp; Lightning Talks (202)</td>
<td>11:45am-12:00pm Strategic Planning (202) Faculty Senate SWAT Activity</td>
<td>3:40pm-4:00pm End of Day Recap &amp; Wrap Up(201)</td>
<td>12:00pm-1:00pm Lunch &amp; Lightning Talks (202)</td>
</tr>
<tr>
<td>1:30pm-2:00pm Committee &amp; Group Check-in</td>
<td>12:30pm-1:00pm End of Day Recap &amp; Wrap Up (201)</td>
<td>3:00pm-5:00pm Fall &amp; March Program Planning (202)</td>
<td></td>
</tr>
<tr>
<td>2:00pm-3:00pm Virtual Reference &amp; Clearinghouse Committee Meeting (201 &amp; 206)</td>
<td>3:00pm-4:00pm End of Day Recap &amp; Wrap Up (201)</td>
<td></td>
<td>3:00pm-4:00pm Closing Remarks (202)</td>
</tr>
</tbody>
</table>
Not enough breaks!

Not enough balance of breaks and social time!
Buy in
In-service Library Conference

MORE FEEDBACK!
Wrap up of Missteps

Overcoming Lack of Participation
Confusion over complex processes
Overlooking Logistics
Buy-in
Best Practices

❖ Provide opportunities for participation that are voluntary
Best Practices

❖ Include a wide range of opportunities – a range from smaller stakes to higher stakes that encourage people to use the best of their creativity and skillsets.
Best Practices

❖ Design methods of feedback that encourage participation such as e-forms
Best Practices

❖ Don’t just ask for feedback – Put it into practice and follow up!
Best Practices

❖ Offer a wide range of opportunities and formats that allow people to contribute in their own ways.

In-person workshop

Online, one-shot or longer term
Best Practices

❖ Creating a culture of robust professional growth.
Reflection + Refining

= Professional Development Success!