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

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Freedom and empowerment
Workshop on Professional Development

Independent Reading

Teaching Circle

Asynchronous

Topical Workshops

PD via Social Media

Week long

Virtual Round Tables

Peer Feedback
Overcoming Lack of Participation
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.
Instant Participation

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..."
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 to 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

*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
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
   - [ ] explores professional development opportunities related to IL
Feedback 360 Reboot

Self-Reflection Phase

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 ARL’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

Feedback 360 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, activism, 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>Time</th>
<th>Monday, 8.14 Newark</th>
<th>Tuesday, 8.15 NYC</th>
<th>Wednesday, 8.16 Newark</th>
<th>Thursday, 8.17 NYC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-9:15am</td>
<td>Welcome &amp; Introductions (201)</td>
<td>9:00am-9:15am</td>
<td>1:00pm-1:10pm</td>
<td>9:00am-9:15am</td>
</tr>
<tr>
<td></td>
<td>Overview of the day (201)</td>
<td>Overview of the day (201)</td>
<td>Overview of the day (201)</td>
<td>Overview of the day (202)</td>
</tr>
<tr>
<td>9:15am-10:00am</td>
<td>Year in Review</td>
<td>10:00am-10:15am</td>
<td>1:10pm-2:10pm</td>
<td>9:30am-9:45am</td>
</tr>
<tr>
<td></td>
<td>Library staff Training (201)</td>
<td>Library staff Training (201)</td>
<td>Strategic Planning (203)</td>
<td>Moving aur &amp; Program Review (203)</td>
</tr>
<tr>
<td>10:00am-10:15am</td>
<td>Break</td>
<td>10:15am-10:30am</td>
<td>2:30pm-2:40pm</td>
<td>10:00am-11:00am</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10:30am-10:45am</td>
<td>Break</td>
<td>11:00am-11:30am</td>
</tr>
<tr>
<td>11:00am-11:30am</td>
<td>Committee Meeting (201 &amp; 218)</td>
<td>11:45am-12:00am</td>
<td>2:45pm-3:00pm</td>
<td>11:00am-12:00pm</td>
</tr>
<tr>
<td></td>
<td>Access Services, UC &amp; WebGL</td>
<td>SOLO Speaker (202)</td>
<td>Universal Design (236)</td>
<td>Learning Objects, LibWizard and Libguides Oh My (202)</td>
</tr>
<tr>
<td>12:00pm-1:10pm</td>
<td>Lunch &amp; Lightning Talks (201)</td>
<td>12:15pm-12:30pm</td>
<td>3:45pm-4:00pm</td>
<td>12:00pm-1:00pm</td>
</tr>
<tr>
<td></td>
<td>Lightning Talks (201)</td>
<td>Strategic Planning (203)</td>
<td>End of Day Recap &amp; Wrap Up (202)</td>
<td>Lunch &amp; Lightning Talks (202)</td>
</tr>
<tr>
<td>1:10pm-2:00pm</td>
<td>Committee &amp; Group Tours</td>
<td>1:20pm-1:35pm</td>
<td>3:45pm-4:00pm</td>
<td>1:00pm-3:00pm</td>
</tr>
<tr>
<td></td>
<td>End of Day Recap &amp; Wrap Up (202)</td>
<td>Faculty Senate SWAT Activity</td>
<td>Fall &amp; Month Program Planning (202)</td>
<td>Fall &amp; Month Program Planning (202)</td>
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<tr>
<td>2:00pm-3:00pm</td>
<td>Virtual Reference &amp; Consequences Committee Meeting (201)</td>
<td>2:15pm-2:30pm</td>
<td>3:45pm-4:00pm</td>
<td>3:00pm-4:15pm</td>
</tr>
<tr>
<td>3:00pm-4:00pm</td>
<td>IL Framework Training (201)</td>
<td>3:15pm-3:30pm</td>
<td>Closing Remarks (202)</td>
<td>Closing Remarks (202)</td>
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<td></td>
<td>End of Day Recap &amp; Wrap Up (201)</td>
<td>4:00pm-4:15pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Not enough breaks!

Not enough balance of breaks and social time!
Buy in
What would you like to see in the new peer assessment?

- Permit anonymous feedback: 13%
- Self-assessment: 13%
- Make peer discussion: 25%
- 1-on-1 with IL Coordinator: 8%
- Observe only within team: 13%
- Change evaluation form/rating system: 15%
- More observation opportunities: 8%
- Tie to Annual Review: 5%
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.

Teaching Circle

Virtual Round Tables
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.
Best Practices

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

= Professional Development Success!