

DEVELOPING LEADERS FOR THE DIGITAL AGE

capacity building for liaison librarians @ Deakin University

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Deakin University Library
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HIGHER EDUCATION

Lorcan Dempsey's observation on the environment in which we are working:

*“Rules and roles aren't what they used to be.
In fact, they change reflexively as education, technology, and knowledge-creation
practices change, and change each other. Academic libraries have to make
choices about priorities, investment, and disinvestment in a complex, continually
emerging environment”*

PRACTITIONERS ENGAGING IN LIFE LONG LEARNING



Librarians need to continuously refresh their knowledge and skills to develop and deliver learning activities that engage, delight and equip students to be sophisticated users of information in our dynamic digital world



DEAKIN UNIVERSITY VISION

The Vice Chancellor's vision:

“accessible, media-rich, interactive and active educational experiences designed for excellent learning outcomes and optimum employability”.



THE IMPETUS FOR A CAPACITY BUILDING LIAISON LIBRARIAN PROGRAM

- *LIVE the future: Agenda 2020*
- university-wide course enhancement process
- Academics required to articulate unit and course learning outcomes
- Roles of Liaison librarians changing from resource providers to collaborators in developing learning activities

2014: THE BEGINNING

Communication skills

01



Able to negotiate and collaborate effectively with academics (e.g. ensuring we target Faculty/School priorities for intensive library engagement).

02



Able to develop new relationships with academic staff.

03



Able to develop new relationships with academic staff.

2014: THE BEGINNING

Digital Literacy

04



Able to discuss knowledgably
The Library's current digital
literacy framework with
academics and University
colleagues.

05



Use the Digital literacy
framework to inform Unit
programs development in
addressing graduate learning
outcomes.

06



Able to deliver presentations
and develop learning activities
appropriate to different
cohorts, levels and abilities
within classes and seminars.

2014: THE BEGINNING

Digital Literacy

07



Aware of the School's/Faculty course enhancement process and progress.

08



Can use appropriate communication channels to meet information needs of diverse student community (e.g. Library Resource guides, scripts for video capture, written reports).

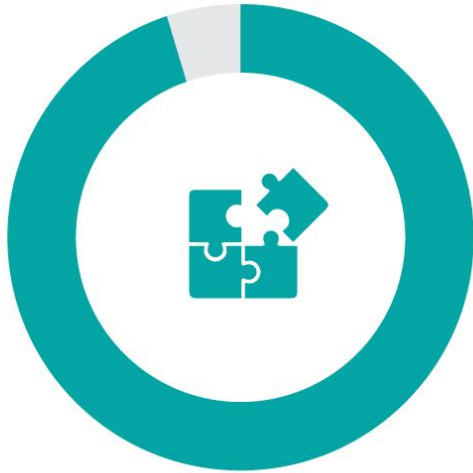
TRAINING SESSIONS IN THE BEGINNING



- identifying and presentation of Digital Literacy concepts in course forums;
- creating scripts and storyboards for video ‘cloud concepts’;
- engaging with online learning theory and pedagogy and
- the use of apps for learning and teaching.

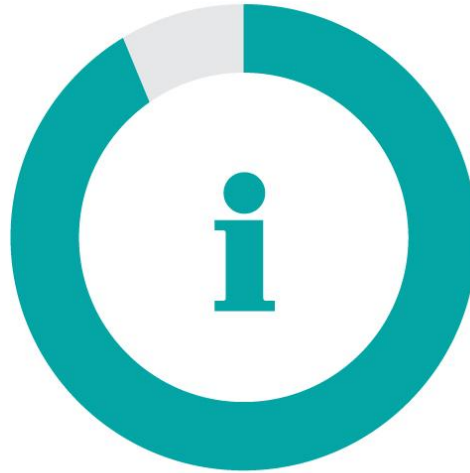


2014: END OF YEAR TRAINING NEEDS ANALYSIS RESULTS



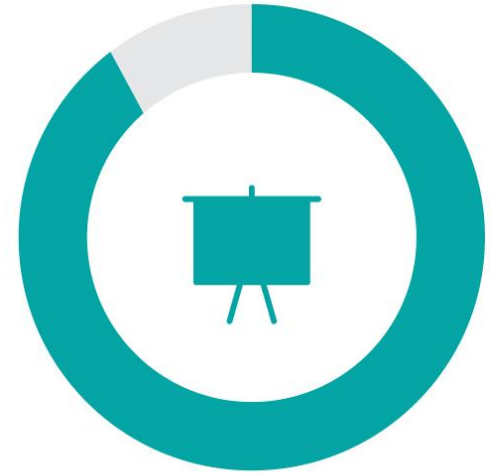
95%

Discuss knowledgeably
Digital Literacy
Framework



89%

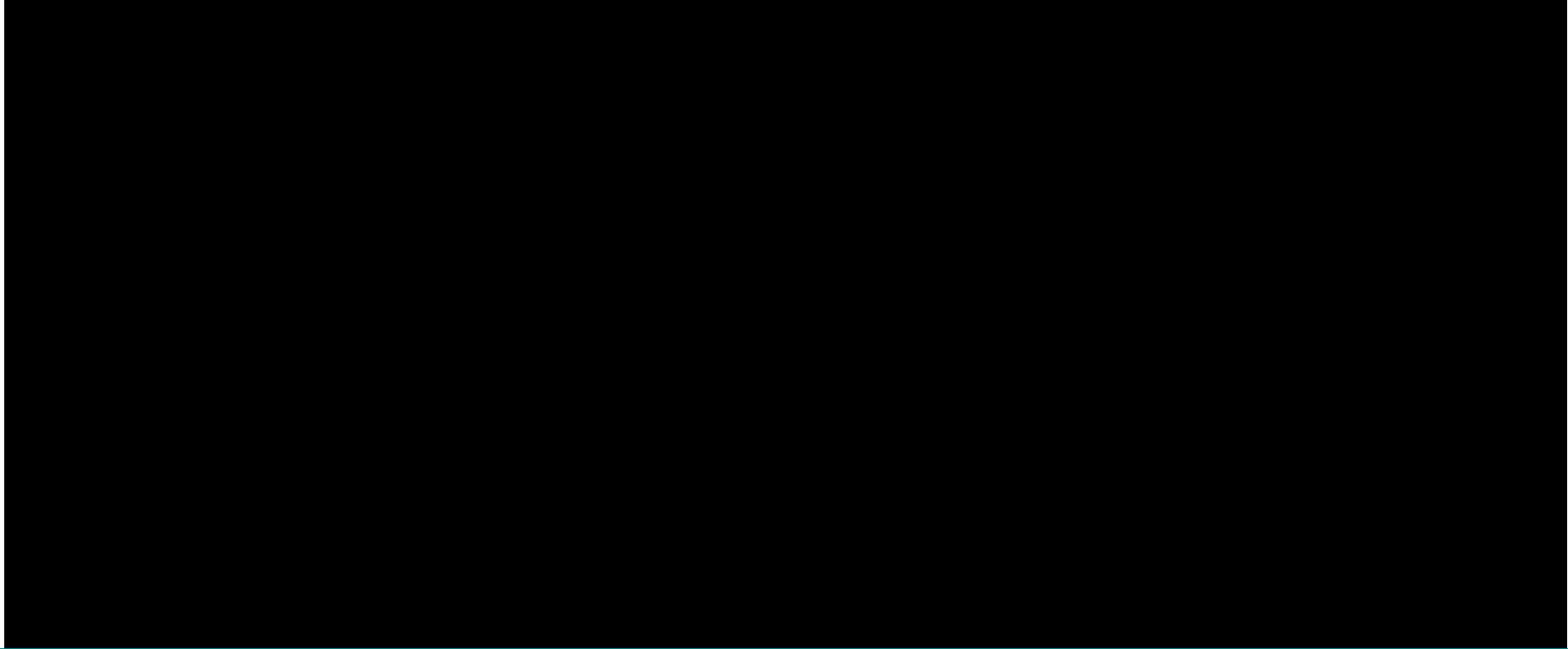
Use the Digital Literacy
Framework to inform
Unit Program development



83%

Deliver presentations and
learning activities appropriate
to different cohorts

MATURING OF THE PROGRAM



8 Sessions **8** Divisions **23** Learning Activities **46** Presenters **4** Academics

AN EXAMPLE OF A RESEARCH BASED TRAINING SESSION

“Forensic investigation into Online profiling”

ASSESSING YOUR DIGITAL FOOTPRINT

online author profiles

AIMS

To develop a holistic research profile

To enhance your researcher impact

ACTIVITY

Within your faculty team, please identify and impersonate a researcher

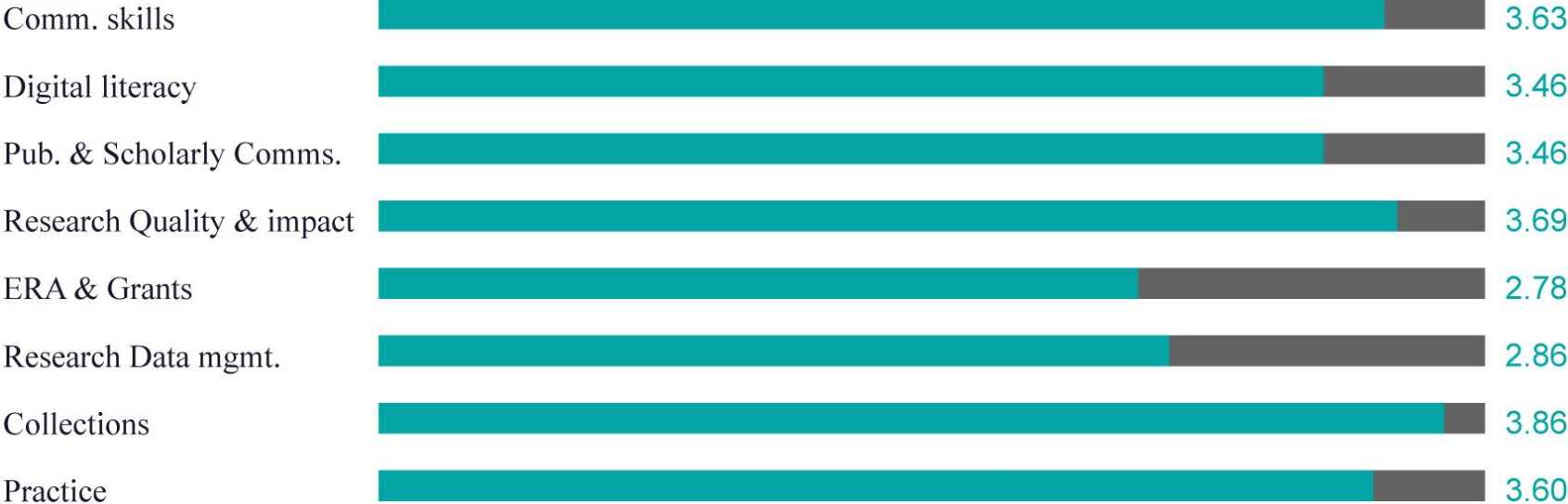
Follow the suggested steps in the Assessing Digital Footprint Flowchart to assess ‘your’ digital footprint

Discuss within your team and fill in the table

Report back to the whole group

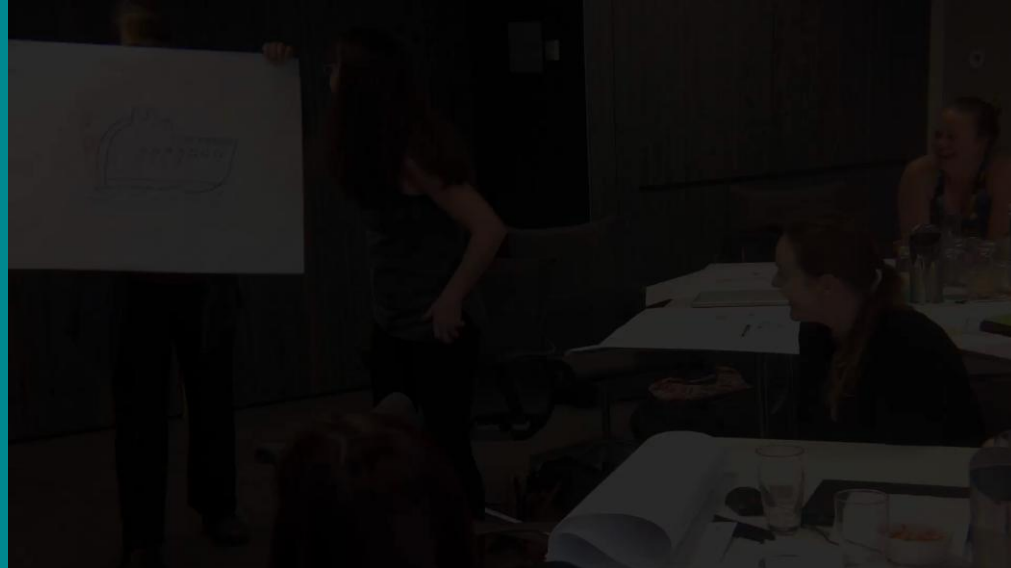
2015: A SUMMARY OF LIAISON LIBRARIANS' SELF-ASSESSMENT OF THEIR SKILL LEVELS

2015 TNA responses: mean calculations



2016 DEVELOPMENTS

Understanding yourself as Learner and Teacher



Teaching vs. Learning

- Viewing teaching through the eyes of a learner
- Learning is a personal journey
- Impacted by motivation, attention, engagement and perceived purpose
- Each learner starts from a different place and finds themselves at their own destination

PARTICIPANT COMMENTS FROM THE SESSION

“Understanding yourself as Learner and Teacher”

“

..made me think about how differently people learned, which needs to be thought about when designing classes. The learning circle session was very helpful to nail down a topic and get some clarity

”

“

...presentation was excellent and hope to apply, wherever possible, some of the concepts around social constructivism to digital literacy workshops and in the creation of online resources

”

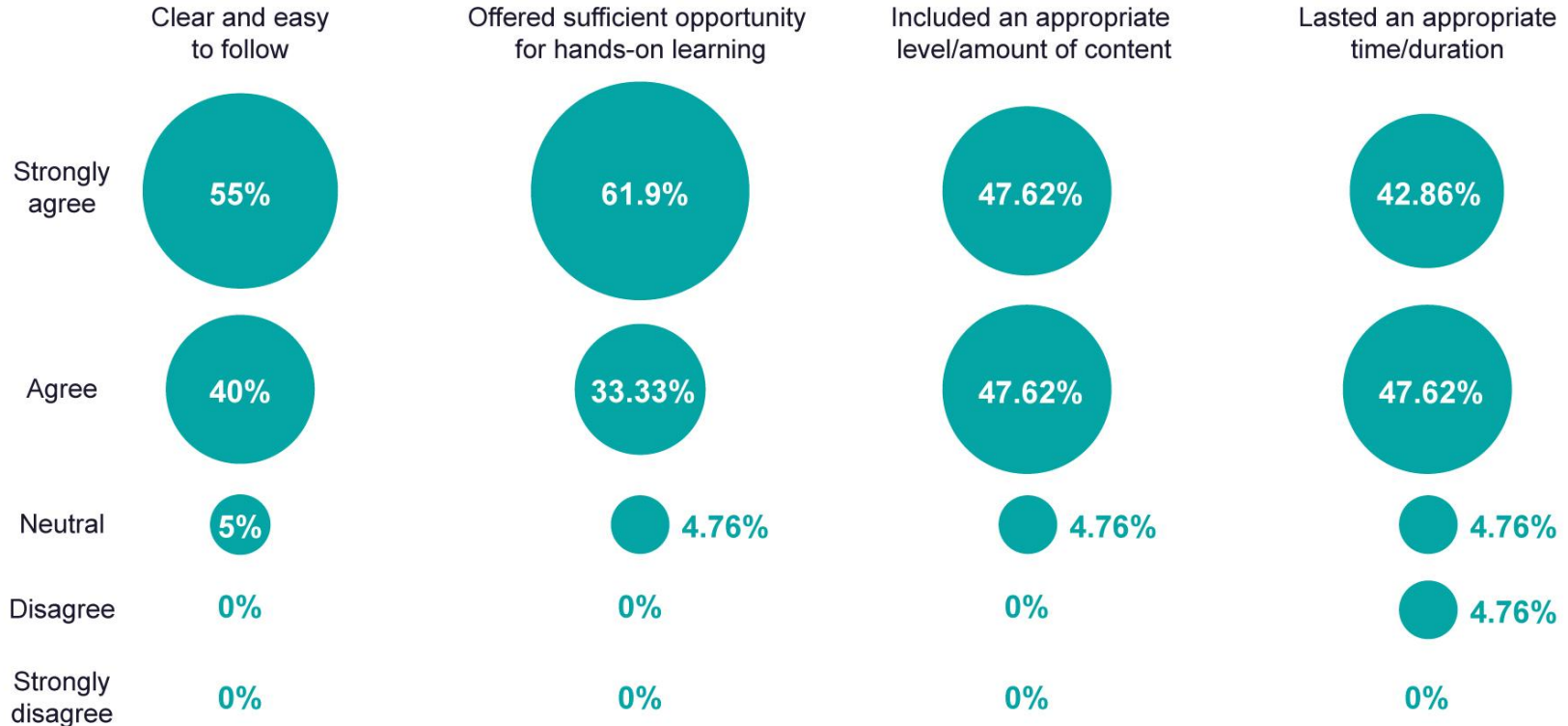
“

I felt very motivated at the end of the day

”

EVALUATION OF THE SESSION:

Understanding yourself as Learner and Teacher



EMBRACING CHANGE

- Problem based style of instruction that has been incorporated into the training program.
- Each of the training sessions are designed to progressively scaffold skill and knowledge
- The training sessions seek active participation of liaison librarians.



LEARNING CIRCLES

- An integral component of the 2016 training program is the reflective practice, learning circles.
- Anticipated outcome of this practice is deeper engagement with skills and knowledge gained through the liaison librarian training program



*Capacity building, knowledge development,
deep learning: applied in the workplace*

CONCLUSIONS



Ten years ago it was thought that there would be no need for liaison librarians. However there is even a greater demand for librarians who have the skills and knowledge to create authentic learning activities using technology to engage student learning.

Delivering a structured capacity building program with an outcomes focus ensures that liaison librarians not only ‘add value’ to their faculties but become indispensable in supporting the university’s strategic agenda, thereby future proofing library careers for tomorrow.

CONCLUSIONS



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THANK YOU