Teaching and Learning for Librarians Course Outline

The course currently runs from January to June every year with a new module released every month.

January
This first month will offer learners an introduction to programme, information on reflective practice and details of how the blended learning approach will work. We will also be asking you to think about in what ways librarians are teachers and encourage you to start developing your personal teaching philosophy. January’s material is delivered using a blended learning approach.

Course introduction
Offering an introduction to and overview of the course, this unit contains material covered in the January live online session.

Developing a teaching philosophy
Every teacher has their own personal teaching philosophy - a statement of their personal beliefs about teaching and learning. This philosophy is likely to change and develop over time as you gain more experience and learn new techniques. This section introduces learners to the importance of developing a personal teaching philosophy and how they can develop and record their own throughout the programme.

Introduction to reflective practice
Being able to reflect on information and experiences is an important skill which forms part of the basis of the assessment for this programme. This introduction to reflective practice covers the essentials and an introduction to reflective writing.

Librarians as teachers
Are librarians teachers? In what way(s) do they offer teaching support to their users and how does this impact their daily roles? Should librarians be teaching university students or should this be the responsibility of lecturers and tutors? This section introduces some of these debates and encourages learners to think about their own perspectives on these questions.

Assessment
Librarians as teachers. Do you see yourself as a teacher in your current role? Why/why not?

Teaching philosophy. Do you think that you need a teaching philosophy? Why/why not?
February
This month we are looking at learning theories - some of the different approaches we can take to teaching and the research which underpins these. We will introduce some essential and influential theories, outline how they can be used by the higher education sector and librarians in particular and highlight some of the critiques of these methods. We will also look at frameworks for information literacy and how they can be used in practice. February's material is delivered online.

Introduction
A brief introduction to the module including both the compulsory and optional units.

Introduction to learning theories
To better understand how to offer teaching that will work for your audience you first need to understand how people learn. Learning theories are designed to offer some insight into your learners and what is likely to work in certain situations. This section introduces the concept of learning theories, outlines some of the most common theories you will come across and highlight how they can be applied to higher education.

Critique of learning theories (optional unit)
This unit introduces students to the idea of learning preferences in relation to how students learn. Students will evaluate and critique their effectiveness and discuss if there is a place for them in learning and teaching practice. This unit is optional for those who want to know more about learning theories.

Information literacy frameworks
This section introduced students to information literacy frameworks. Students will evaluate the use of frameworks within information and how these can be translated into practice when teaching and designing resources.

Assessment
Learning theories: putting theory into practice. Look again at the different learning theories discussed in unit 2. Consider how you might already use some of these approaches or how you might plan to in the future.

Information literacy frameworks: critical evaluation. Critically evaluate some or all of the information literacy frameworks discussed in the unit.
March
This month we are excited to welcome a guest lecturer who has prepared some excellent introductory materials for you to work through before the live session in March. We encourage as many of you as possible to attend this session and will provide recordings afterwards. In February we explored some of the theories behind different approaches to learning. This month we are going to take this one step further and start to explore how you can design a session to meet the needs of your learners. March's material is delivered in a blended format with a mixture of the materials on Moodle and a live session.

Backwards design
This first unit will introduce you to the concept of Backward Design and how it can be used to structure a session.

Learning outcomes
This unit will look at the importance of learning outcomes when designing a session.

Teaching assessment
This unit looks at assessment, a vital part of designing any session. How will you know that you have achieved your aims and that your students have developed their knowledge?

Active learning
The final unit this month explores active learning, how to plan learning activities and how to put these into practice.

Using backwards design planning templates
Guidance and resources for completing your teaching template ahead of the nano-teach session.

Assessment
Backwards design. This month we have explored the concept of 'Backwards Design', something that we hope will be helpful as you plan future teaching sessions with your users. Use this month's reflection to think about the concept in a bit more detail.

Session design. This module has guided you through the process of developing a session using backwards design. Reflect on how you found developing the elements outlined in the learning outcomes, assessment and learning activities unit ahead of your nano-teach session.
April
This month we are exploring some of the practical steps you can take to create materials used in teaching. This might be anything from presentation slides through to handouts given after the session. We will also look at principles you can use to make these materials as accessible and inclusive as possible. April's material is delivered online.

Introduction
A brief introduction to the module.

Inclusivity, diversity and disability
When building any teaching session or materials it's important to think carefully about how you can make it inclusive. This unit looks at different ways you can ensure that anything you offer is inclusive and accessible to all.

Creating teaching materials
However teaching is delivered it involves the creations of any number of materials from slides to handouts and homework. This unit builds on some of the principles covered in both this and previous modules to guide you through the process of creating teaching materials for all learners.

Moving teaching online: differences between virtual and face to face learning environments
We have all had to make the change to online teaching over the last year. This unit looks at moving your teaching session online, the differences between face to face and online teaching and best practice for teaching in the online environment.

Assessment
Equality, diversity and inclusion. The principles of inclusion, accessibility and Universal Design should underpin all of the teaching we deliver. Reflect on whether any of the aspects of equality, diversity and inclusivity discussed in the module will have an impact on or change your teaching in any way.

Adapting teaching for an online audience. Obviously the last year has seen a rapid shift to online teaching due to the ongoing pandemic but this shift is something that we have been moving towards for some time. Reflect on the challenges and opportunities in moving teaching materials online, how you might use the tools to engage your audience and what you think the future of online education might be.
May
This last month of content looks at the importance of feedback and assessment, not just as a way of assessing our learners but as a method of evaluating our own performance to aid in continuous improvements. Mays material is delivered online.

Introduction
A brief introduction to the module including an outline of the nano-teach assessment.

Peer review and constructive feedback
Reflective practice is a useful method of thinking about how you could improve your planning and performance but gathering input from other sources is always a good idea. This unit looks at the importance of receiving and giving supportive, constructive peer feedback to other teaching librarians.

Evaluations and assessing feedback
As you prepare for your nano-teach session it is important to think about the feedback you will gather from students and how you will incorporate this feedback into your own reflections. This unit looks at why gathering feedback is important, selecting what to evaluate, suggestions of various tools you can use and how to use these comments to improve your own practice.

When it all goes wrong
No matter how much you prepare your teaching session, things will inevitably go wrong at some point. But this doesn't have to mean disaster. This unit looks at some of the common problems you might face and offers strategies for coping and remaining calm in a crisis.

Introduction to nano-teaches
As you will know the main assessment for this course allows you to bring together everything you have learnt in a nano-teach session. This unit introduces the format of the nano-teach session and offers tips to help you prepare.

Assessment
Receiving feedback. When has a comment made you change your behaviour? Think of a time when someone made some useful or constructive comments about some of your teaching, a project, your work or something you do outside work.

Giving feedback to others. Let’s think about the flip side now. Have you ever been asked to comment on someone else’s teaching or has anyone asked you what you thought of a presentation they’ve delivered, a project they completed or a piece of work.
June
The final month of the course is all about wrapping up and putting things in to practice. In this section you will find information on your nano-teach, a guide to how to use Google Jamboard for feedback and information on how to submit your teaching portfolio for assessment.

Guide to the nano-teach
A major component of your assessment is a 15 minute nano-teach delivered to the rest of the cohort. This unit contains details of how these sessions will run and what you need to do.

Submitting your portfolio
Ideally your submission should be a single PDF file. Remember to include the following:

- Reflective statement (based on your monthly reflections)
- Teaching and learning philosophy.
- Post nano-teach reflection.
- Completed CILN Template for your nano-teach.
- OPTIONAL: Any accompanying materials from your nano-teach (handouts etc).