



IFLA
2005
OSLO

CPD and Preparing for the New Roles of Librarians: a voyage of discovery

Multi-professional working and learning? – teams or territorialism in the e-learning age

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- Individual roles cannot be viewed, understood or developed in isolation
- Professions are fluid; they evolve and are shaped by individuals, by the way in which we each define our roles and explore their boundaries
- The language of battle and territoriality permeates the professional literature

**Context –
the e-
learning
imperative**

**MP working
and learning**

**Role of the
LIS
professional**

Structure

Case Study

**Rise of
'new
professionals'**

**A proposed
model**

- UK Political context
 - DfES *Towards a Unified E-Learning Strategy*
 - HEFCE *Strategy for e-learning*
 - Demise of the **UKeU**
 - Role of the **JISC and HE Academy**

 - Rising profile of learning teaching generally
 - HE Academy - E-learning research
 - **Centres for Excellence in Teaching and Learning** (2005-2010)

- Local and National Developments
 - **Blended learning** concept adopted/ focus on e-pedagogy
 - VLE adoption and use (UCISA survey)
 - “...overall picture is one of evolutionary consolidation. Centralisation is increasing..”
 - Establishment of **E-Learning Development Units** and teams
 - Multiple ‘**Convergence**’ models
 - New role of the **Learning Technologist**
 - E-learning as a force of change (LTSN e-Learning Guides, 2003)
 - “...will require change at all levels...and for all categories of staff.”

- Diverse roles, wide variation:
 - Resource discovery and embedding (digital library)
 - Design of materials (learning objects)
 - E-support and e-tutoring (pedagogy)
 - Management and Strategy

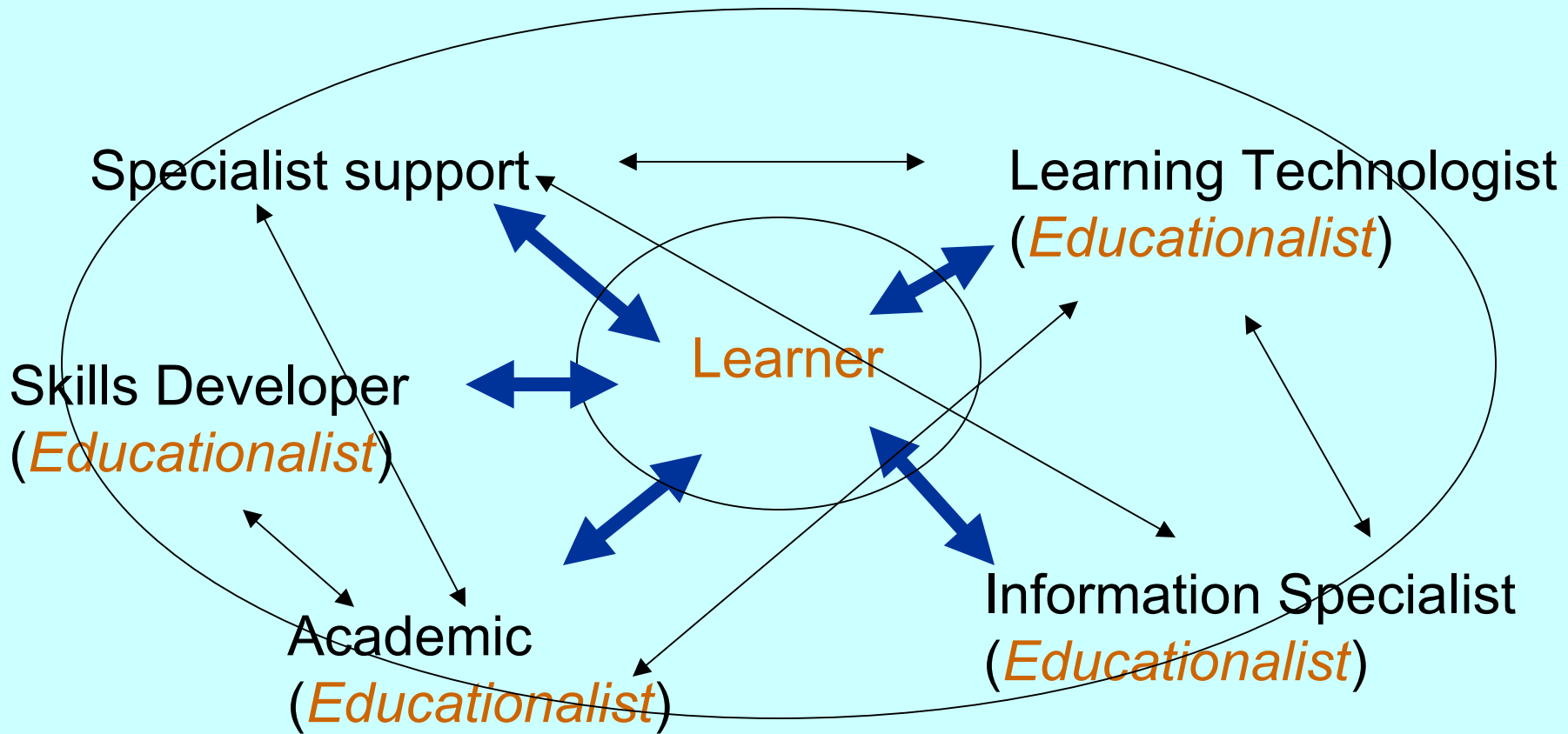
See SCONUL *Information Support for e-Learning: principles and practice* (2004)
- Exploiting new technologies to reinforce their existing position
OR
- Developing new roles, partnerships and repositioning
OR
- Libraries can and will be bypassed in e-Learning developments

Rise of
'new
professionals'

- Learning technologists apply “learning technology in practice and/or do research into learning technology”
- “you do not have to be called or call yourself a learning technologist to be one”
- Other professions involved/ professional boundaries blurred
- Emerging professional group and professional identity – see Oliver, Beetham
- Little literature that explores these new relationships and ways of working, and the implications for CPD

**A proposed
model**

Convergence on the learner?





Case Study

Case Study

**Example 1:
Informal
Partnerships**

First programme to use VLE - 2000

Personal partnership between individuals – exploring technological, personal and organisational challenges

Shared understanding of what each professional group could contribute

Create something which could not have been achieved by any one individual

Case Study

Example 1:
Informal
Partnerships

Example 2:
More formal
partnerships

Externally-funded COMET project 2001-2004 to build capacity and expertise

Collaborative working and staff development activities central

Furthered collaborative ethos and climate for working as well as individual relationships

Example – *Expertease* online information skills tutorial

Case Study

*Example 1:
Informal
Partnerships*

*Example 2:
More formal
partnerships*

**Example 3:
A Conceptual
framework**

Concept of the 'New Academic team' –
part of our language, planning and
framework

Centre of Excellence for Teaching and
Learning bid and award January 2005 –
SOLSTICE

Builds on personal relationships and on
COMET

Recognises existing excellence,
enables us to embed, explore and
research concept of MP team

■ 2 Models

- **NHS Multi-professional teams** – what can we learn from them?
 - A planned workforce strategy at a national and local level
 - Similar themes – cross-boundary working, impact on roles
CPD approaches

- **Work-based learning at Edge Hill**
 - Value role distinctiveness/ Value commonality
 - Project-based experiential learning eg. Expertease
 - Develop awareness and skills at various points in CPD life cycle
 - Joint team-building
 - Joint scholarship

The Future

- Significant opportunities – are we ready?
- MP working doesn't simply apply to e-learning
- CPD models for multi-professional teams – can encourage joint learning and foster climates conducive for partnership
- Research into
 - how professional groups are working and learning together
 - how professional groups impact on each other