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

Sue Roberts, Head of Learning Services and SOLSTICE Director
Edge Hill College of HE, Lancashire, UK

Philippa Levy, CILASS Director and Senior Lecturer,
Department of Information Studies, Sheffield University, UK
- 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
Structure

Context – the e-learning imperative

Role of the LIS professional

Rise of ‘new professionals’

MP working and learning

Case Study

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


- Exploiting new technologies to reinforce their existing position
  \textit{OR}
- Developing new roles, partnerships and repositioning
  \textit{OR}
- Libraries can and will be bypassed in e-Learning developments
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?

- Specialist support
- Skills Developer
- Academic
- Learning Technologist
- Information Specialist

IFLA CPD Conference 10-14th August 2005, Oslo, Norway
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
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

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

- **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