CONTINUING PROFESSIONAL

DEVELOPMENT & WORKPLACE

LEARNING

UPDATE

CPDWL

*Newsletter of the **Continuing Professional Development
& Workplace Learning** Section #43 of the
International Federation of Library Associations and Institutions*

Inside this issue

Standing Committee, Officers & Corresponding Members

Responsibilities

CPDWL Standing Committee, Office Bearers & Corresponding Members (revised August 31, 2013)

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Catharina Isberg Co-Chair	Library Director Helsingborg City Libraries Stadsparken, 251 89 Helsingborg, Sweden Tel. +46 42-10 34 60 Email: cathis.isberg@gmail.com	1st term: 2011-15	Oversee strategic direction and revision of Strategic Plan. Section representative at Coordinating Board meetings
Sandy Hirsh Secretary	Professor and Director, School of Library and Information Science San Jose State University, CA 95192-0029, USA Tel. +1 (408) 924-2491 Email: Sandy.hirsh@sjsu.edu	1st term 2013-17	Organize committee meetings and manage agenda/minutes.
Members			
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Juanita Jara de Súmar Newsletter Editor	Liaison Librarian Humanities and Social Sciences Library 3459 McTavish Street MONTREAL, Quebec, H3A 1Y1 Canada Tel: +1 (514) 398-4729 Fax: +1 (514) 398-7184 Email: juanita.jaradesumar@mcgill.ca	1st term 2013-17	Edit and produce two newsletters per year Member of communication group Translate CPDWL documents into Spanish
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Rebecca Brown	Trainer/Curriculum and Content Spec. National Library of Medicine Training Center. Spencer S. Eccles Health Sci. Library University of Utah, 10 North 1900 East SALT LAKE CITY 84112-5890 USA Tel:+1 (913) 232-7595 rebecca.brown@utah.edu	1st term 2013-17	
Linden Fairbairn	Director, Library Services Depart. of Attorney General and Justice Law Courts Library, Queens Square SYDNEY NSW 2000 Australia Tel.+61 (2) 93510220 Email linden.fairbairn@gmail.com	1st term 2011-15	
Matilde Fontanin	Librarian Università di Trieste, Biblioteca della sede di Gorizia Via Alviano, 18 34170 GORIZIA (GO) Italy Tel. +39 (0481) 599263 Fax +39 (0481) 599262 Email: fontanin@pug.units.it	2nd term 2013-17	

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*Mary L Chute	Deputy Director for Libraries Institute of Museum and Library Services 1800 M Street, NW, 9th Floor WASHINGTON DC 20036-5802 USA mchute@imls.gov	2nd term: 2009-13	
*Susan Schnuer	Associate Director University of Illinois, Mortenson Center 1402 Gregory Drive, Room 142 URBANA, Illinois 61801 USA. Tel. +1 (217) 3330031 Email: schnuer@illinois.edu	2nd term 2009-13	Conference Program Handbook
Jana Varlejs	Associate Professor Emerita, Rutgers School of Com. & Information Home: 612 S. First Ave., HIGHLAND PARK, NJ 08904 USA Tel. +1 (732) 846-6850 Email: varlejs@rutgers.edu	1st term 2011-13	Update CPD quality project

Letter from the co-Chairs

 Ulrike Lang

 Catharina Isberg

Dear colleagues, members and friends of CPDWL,

Time is moving quickly and we are moving closer to the WLIC 2014 conference in Lyon, France. As usual CPDWL is offering some interesting sessions within the continuing professional development field.

With the Knowledge Management Section (KM) we will present a Satellite Conference in Lyon on **Friday August 15, 9.30 – 17.00. Knowledge Management as a Vital Tool for Change Management**. Keynote speaker will be Olivier Serrat, Principal Knowledge Management Specialist of the Asian Development Bank, Philippines, followed by six speakers from Australia, Finland, France and the USA. There will be *no registration fee*. So if you are arriving early in Lyon please join in!

On **Monday August 18, 11.45 - 13.45** we will offer a **session on MOOCs**. As **M**assive **O**nline **O**pen **C**ourses are getting increasingly important within the library and information science arena, we have put together an attractive programme with some very interesting speakers. We will take a broad perspective of the subject, to cover different types of libraries.

On **Thursday August 21, at 13.45 – 15.00** the CPDWL Section, together with the Library & Research Services for Parliaments Section and the Knowledge Management Section, hosts a **Knowledge Café "Learning Challenges for Librarians and Library Managers"**. This session is a follow up of the CPDWL session in Singapore 2014.

Another activity that CPDWL has started to work on is the Satellite Meeting in 2015. The satellite will take place in the Milnerton Public Library, Cape Town, South Africa, August 12-14, 2015. The programme is to be discussed and decided, but we are planning on continuing the "Taking charge of your career" theme. If you are interested in working with the satellite, to help us make it a success, please let us know!

As many of you have noted we are introducing more participative methods and are involving all participants in our sessions and programs in order to share and make the most of all the knowledge present in the room. We received many positive comments about this methodology shift after our Singapore session, and hope you all appreciate this move.

In Lyon we will also continue our discussions to cooperate with other sections on programmes for 2015. We are looking forward to new ways of sharing the competencies of CPDWL members with all the IFLA community.

In between the yearly conferences, we offer the quarterly webinars hosted by CPDWL member Loida Garcia Febo, together with the NPSIG (New Professionals Special Interests Group). From our point of view, webinars and MOOCs are important contemporary methods for workplace learning and development in times of financial cuts and limited possibilities to travel.

To keep updated with the latest CPDWL happenings please join our Facebook group, and visit our blog or the CPDWL web page.

Our Standing Committee has currently 17 members and therefore there are some vacancies. And in 2015 a few more members will end their term of office. So if you are interested in working in the Continuing Professional Development field, please let us know or join our section meetings in Lyon to meet us in person!

We hope you will enjoy reading this newsletter. And please feel free to use our blog or Facebook page to give us feedback on our CPDWL work.

All the best, and we hope to see you in Lyon in August 2014!

Catharina Isberg
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Ulrike Lang
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CPDWL Conference programme for Lyon

Here are the details of our sessions in the upcoming IFLA Congress:
Saturday 16 12.30 - 15.00 CPDWL **SC Meeting 1**, room *Foyer Gratte-Ciel Parc*

Monday 18 11.45-13.45   **MOOCs session**, room *Forum 1*

Thursday 21 9.45 - 11.45 CPDWL **SC Meeting 2**, room *Bellecour*

Thursday 21, 13.45 - 15.45. **Knowledge Café,** room *Forum 1 Ballroom*.

We look forward to seeing you all there!

Join CPDWL !

http://www.ifla.org/cpdwl

From the Information Coordinator

Monica Ertel

Creating awareness of CPDWL activities using social media

According to MediaBistro (http://www.mediabistro.com/alltwitter/100-social-media-stats_b33696) there are more devices connected to the internet than there are people on the entire planet.

> *"This global pipeline of data keeps the world connected, and nowhere is its presence felt more strongly than in social media. Every minute of the day thousands of photos are shared on Instagram, tens of thousands of tweets are exchanged on Twitter, hours of YouTube videos are uploaded and hundreds of thousands of pieces of content are posted to Facebook. And we're only just scratching the surface. For example, did you know that:*
>
> - *One out of every seven minutes spent online is on Facebook*
> - *340 million tweets are sent each and every day*
> - *Pinterest is the social network that skews most heavily towards female users, whilst Google+ is predominately used by men*
> - *300 million pictures are uploaded to Facebook every day via Instagram*
> - *61 percent of LinkedIn members use it as their primary professional networking site"*

During the CPDWL meeting in Singapore last August, we discussed the need to continue to create awareness of the activities of CPDWL as well as share information about relevant conferences, meetings, activities, etc., that would be of interest to our members. A small team was created to strategize about how to do this and to create awareness of this type of information. Thanks to Eileen Breen for all of her work in updating the CPDWL website and to Ulrike Lang and Catharina Isberg for their posts on Facebook and the CPDWL blog. Plus to Loida Garcia-Febo for providing content. Thanks also to Ewa Stenberg, Ulrike Lang, Catharina Isberg, Juanita Jara de Sumar and Margaret Law for volunteering to be a part of this team.

I encourage anyone who has information about interesting events relating to professional development or training to send them to me so we can post this on the CPDWL website. Anyone can post to Facebook so please feel free to do that as well. I welcome any ideas for additional content and for increasing our visibility. Finally, I welcome new members of our team!

You can contact me at monicaertel@gmail.com or via phone at 1(415)250-5769. Please feel free to 'friend' me on Facebook as well!

CPDWL Blog

CPDWL on Facebook

CPDWL on twitter

Contributions from our members

Shadowing – from pilot project to workplace learning
Martina Vall and Ewa Stenberg, librarians at Malmö University Library

What is needed in order to make further training for librarians sustainable? Of many conditions two can be mentioned: supportive managers and cost-effective programmes. This is a presentation of a project for shadowing between colleagues at different libraries, which thanks to these two conditions has developed into a basic learning tool with several positive outcomes. The shadowing programme described in this article is a collegial learning programme. Peer shadowing is a method used in medical education and in clinical fields (for examples, see Turner, White & Poth 2012). Peer shadowing is based on the theory of situated learning, further defined by Jean Lave and Etienne Wenger as "legitimate peripheral participation" (Lave & Wenger 1991).

At Malmö University we have previously had positive outcomes with peer educating projects. A large group of nursing students were taught the basics of information searching within a specific database, who then went on to teach this to their fellow students (http://hdl.handle.net/2043/8862).

In 2010 -2011 a pilot project named *Shadow a Colleague* was initiated by Lund University Libraries and Malmö University Library in the far south of Sweden. The project was granted funding from the National Library of Sweden. A third library, Copenhagen University Library, participated during the actual shadowing phase. The project idea was to enable individual employees to visit another library in higher education and shadow a fellow librarian working in the same field during a working week in order to gain professional development and establish professional network contacts. If successful, the pilot would lead to an ongoing shadowing programme.
During late spring 2010 invitations to take part in the shadowing project were sent to all employees at the three participating libraries. The participating libraries' managers were informed about the idea and aims of the project and were asked to support their staff in taking part. The funding did not cover all costs so the libraries had to help finance the project. The costs consisted of working hours, travels between the libraries and gatherings for all participants at the start and end of the project. A blog was established for reflections (http://skuggaenkollega.wordpress.com/). All the shadowing librarians wrote on the blog, but only a few of the librarians who were shadowed blogged.

Matching fellow colleagues and attracting participants was a lot of work for the project group. People were hesitant for different reasons, for example some librarians felt uncomfortable with the thought of an unknown person following them closely for several days. Others were afraid that their workload would be too heavy.
27 librarians participated in the shadowing project, either shadowing at a visiting library, or being shadowed. Librarians with tasks benefiting from so called *tacit knowledge*, such as interlibrary loans, were highly represented in the project. The interlibrary loans librarians expressed that there were few further learning opportunities within their field and that shadowing was a good competence development tool for them.

After the shadowings were completed the project group handed out surveys, to both the participating librarians and managers. The feed-back in the survey was overwhelmingly positive. The managers were pleased because they had seen that their employees had received relevant competence development at a low cost and they also appreciated that new ideas were brought into their organizations through the shadowing. The participating librarians saw the method both as a tool for learning more about their tasks and as a way to develop their ability to reflect, discuss and interact. One important thing several participators mentioned was *the ongoing conversation.* The librarians who met worked with similar tasks, and therefore had previous knowledge and could share deeper thoughts about the work. The opportunity to have an ongoing dialogue was appreciated, as it was possible to pick up a topic at several occasions and gradually deepen the conversation. Those being shadowed expressed that they found it hard to find time for personal reflections and therefore the ongoing conversation during the shadowing period was very enriching for them.

The project Shadow a Colleague ended in spring 2011. The project was documented in a report and presented at a nationwide Swedish library conference. In the project evaluation both managers and participating librarians had asked for further shadowing opportunities. Many librarians that had not taken part in the project asked when the next shadowing opportunity would occur - they had been inspired by participating colleagues who were enthusiastic about the method. The project group aimed at establishing a continuing shadowing programme for university librarians. In May 2012 the former project group met with the board of a network for libraries in higher education in the south of Sweden. The library network, Bibliotek Lärosäten Syd (University Libraries South), originated from a network for higher education, Lärosäten Syd (Universities South)[1]. The project Shadow a Colleague was seen as a good example of collaboration between libraries by the library network board, which led to the forming of a work group within the network focusing on professional development and workplace learning for librarians within Universities South.

The work group Competence Development Universities South was established in June 2012. The work group noted that shadowing should be one of the activities offered, starting with planning and preparations in spring 2013, followed by shadowing during autumn 2013. Thereafter shadowing should occur on a regular basis. Due to a change of members in the work group the regional shadowing programme was postponed half a year. The work group now consisted of librarians from Lund University, Malmö University and Swedish University of Agricultural Sciences, Alnarp.

Preparations started instead in autumn 2013. It was decided that the administration this time would be kept to a minimum. The colleagues who wanted to participate would themselves contact the person they would like to shadow. The work group together with other colleagues would assist with suggestions if needed. Again the library managers were very positive and supportive. This time there was no outside financing and it was decided that the library organization of the person wanting to shadow was to pay for travel costs and other expenses.
In the pilot project participants expressed concerns about the workload, time and so forth. This time the shadowing would be for two days, consecutive if possible. People realized that shadowing was most effective without a fixed schedule but time for reflections during the shadowing period was encouraged.
Not all of the participants would visit one of the universities involved. It was easier to visit one of the libraries within Universities South, but if you had other connections, with the library manager's consent it was ok to travel elsewhere, which quite a few did.

The pilot project had a blog as mentioned earlier in the article. The blog developed into a useful tool for collecting and sharing participants' views and experiences and therefore a new blog was set up for the second cycle (http://skuggbloggen.blogspot.se/).

Several colleagues have participated and many others have expressed an interest in future opportunities. The shadowing program administrated by the work group Competence Development Universities South will be offered from now on – Shadow a Colleague has been integrated with the workplace learning programs of libraries at Universities South.

Keup, J.R. 2012, Peer Leadership in Higher Education: New Directions for Higher Education, Number 157, Wiley, Hoboken.
Turner, S.R., White, J. & Poth, C. 2012, "Twelve tips for developing a near-peer shadowing program to prepare students for clinical training", Medical teacher, vol. 34, no. 10, pp. 792-795.

[1] Universities South are Blekinge Institute of Technology, Kristianstad University, Lund University, Malmö University and Swedish University of Agricultural Sciences, Alnarp.

AIB@Form - Italian Library Association steps towards high-quality E-learning professional Development

Matilde Fontanin, Librarian Università di Trieste

The professional debate around professional training & development, expenditure, staff policies and access to the profession has been greatly influenced in recent years by the dramatic consequences of the economic crisis, and Italy is not an exception. On the contrary, budgetary cuts have grown to an alarming size[1], and AIB, the Italian Library Association, strived during the last 6 years to re-launch the role of the Association and the profession at all levels, and Professional Development was one of the strategic areas.

The National Committee on Professional Development ("*Osservatorio Formazione*") elaborated a model and started an experimental phase which was reported about in this newsletter in 2012[2]. The aims were to use e-learning to enhance the level of Librarians' professional development, and to deliver courses based on the theoretical more than on the practical and functional aspects of the profession, as a completion of the more "practice-based" professional training which had been organised by the association up to that moment. The model for the course was based on 4 phases, delivered in blended learning, based on constructivist and constructionist principles: for this reason the course would have to be based on a learning platform to enable group work as well as individual interaction at peer level, and would have to stretch over a long period (3-4 months) to allow participants to contribute to the course community and pace their learning according to their work routine.

The first National-based course finally took place in the first months of this year[3], and since this new model requires new skills for teachers and trainers, it was entitled "**AIB continuous development: teaching and learning using the new technologies**". Dedicated to prospective and experienced trainers/teachers who wished to acquire skills and knowledge on e-learning, the course was based on level 6 of the European Qualifications Framework[4].

Librarians from all over Italy joined, as well as many members of AIB regional chapters, as on the whole in Italy AIB's professional development initiatives are organised at a regional level, so it is advisable that the awareness of e-learning issues be spread locally. There was an initial enrollment of 83, of which 66 participated in the group work. Some had to abandon the course in its early stages due either to personal problems or alternatively because they simply found out they could not cope with the amount of work required. At the end, 59 participants delivered all the required work and could receive their certificate.

The course started with an online phase where all participants were asked to read the materials prepared by the teaching team and comment them in the forums: the goals of this first unit were to bring all participants on a common base knowledge about teaching/learning theories, as they came from different backgrounds and their competence in these issues was uneven. Along with this, they were asked to learn basic Moodle competences, as the course was going to take place on a Moodle platform acquired by the Association for this purpose.

During this first phase the exchange of ideas and opinions on the forums was daily and intense; as the participants' previous experience with online courses was limited, they assumed they had to read everything, and so at first some complained about the huge mass of information they felt they had to take in every day - probably the ineludibly drawback of a successful exchange of ideas - but this effect was greatly reduced or absent during the subsequent phases.

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[1] See for example S. Parise, "*Education, job, employment: a Bermuda triangle about to engulf Italian librarians*", AIB Studi, 53, 3 (2013), available at: http://aibstudi.aib.it/article/view/9457/9285

[2] M. Fontanin, "*What "course" shall we take? Experimenting a different delivery mode for workplace learning*", CPDWL Newsletter, June 2012 <http://www.ifla.org/files/assets/cpdwl/newsletters/june-2012.pdf>

[3] The course description in Italian can be found at: http://www.aib.it/attivita/2013/38891-formazione-e-learning/

[4] The European Qualifications Framework for Lifelong Learning, available at: http://ec.europa.eu/eqf/documents?id=51

After this online phase the participants attended a one-day face-to-face class, which was organised on the same day in three different locations (Verona for Northern Italy, Florence for Central Italy and Rende-in Calabria - for Southern Italy) with one teacher and one facilitator per group. Learning theories and Moodle skills were presented and discussed, as well as the framework for the group work which would take place in the following 4 weeks. The participants were divided in groups and started organising their work: the task for each group was to produce an online e-learning or blended course on a subject they were supposed to decide among them. This phase was probably the one the participants enjoyed most; they worked together with great passion and managed to produce excellent courses, very often thinking outside the box. At the end, peer assessment of group work took place according to a given rubric.

After this phase, participants were asked to reflect on their learning experience and deliver a portfolio, which was to be assessed by the teaching team.

This is in short, the organisation that allowed the interaction which happened on the platform at all levels: among peers and among teachers, facilitators and learners. The teaching team tried to be the catalyst for interaction and to facilitate knowledge circulation and learning, rather than prescribing tasks in detail, and the results showed that the experience was unexpected for most of the participants. In their portfolios they declared surprise at how well they managed to work in a team, and at the amount of knowledge they met unexpectedly on their way, due both to teachers' and facilitators' help as well as to peer exchange. Some of them expected to acquire more technical skills (Moodle, video-making etc.) which were not part of the course aims, and most of them made in their portfolios specific plans for further development –these technical skills included.

The great majority stated that they found the amount of work required almost overwhelming, yet they were completely satisfied about the experience. Here it could be noted that any learning experience is time-consuming, particularly at a higher level, and particularly when it implies a change of previous beliefs and interaction with others.

Apart for the time needed to read materials, the reflection on learning is a deep process and, as such, difficult to insert in the busy everyday life of the average librarian (and the average worker, especially working mothers), generally full of small tasks. On the other hand, most of the participants found that being obliged to this "big" thinking was refreshing for their minds and was eventually able to drive a change in them, and this process cannot happen without time and energy. In the future such courses could be stretched over a longer period of time, to ease personal organisation, yet librarians could simply choose to follow a 4-phase course once a year, and for the rest of the time use the conventional one-day face-to-face seminar model.

The experience was very rewarding for the so-often mentioned teaching team as well, and quite new: deciding the syllabus and preparing materials together, discussing developments and messages to send to the participants, evaluating and assessing, responding to immediate needs only after consulting the other members were not easy tasks for the 7 members of the planning group, who became 6 after the beginning of the course as one of them, Raffaele Tarantino, chair of the AIB "*Osservatorio Formazione*", enrolled as a participant. The teachers for the three areas were Anna Maria Tammaro, Patrizia Lùperi and Matilde Fontanin, facilitators were Francesca Giannelli, Joseph Frank Rogani and Maria Accarino, who was also the webmaster and administrator for the Moodle platform: continuous skype meetings, e-mail exchanges, documents sharing in the cloud enabled them to lead this great adventure to the end.

At the end of this experience the wish is that it will lead on to other similar experiences, where the many course participants with specific knowledge will be able to deliver course in their area using this involving, time-consuming yet rewarding model.

From academic to public – in constant change
Catharina Isberg, Library Director, City of Helsingborg, Sweden

This past last year I have been working in two different library organisations, as I moved from an academic to a public library in September 2013. Maybe moving from one library field to another is not something we often do, but as I see it, this is something we should do more often in order to learn from each other.

The Scandinavian Library Quarterly had an issue focusing on leadership in December http://slq.nu/?cover=volume-46-no-4-2013 . In this issue one of the articles describes some of my thoughts from changing library field. http://slq.nu/?article=volume-46-no-4-2013-6.

During the last years I have been reading a lot of managerial information, some of which has inspired me deeply. I would like to share some of it with those who may be interested!

The entire library and information field is now deeply involved in change. IFLA released its Trends report in 2013 and this points out to some challenges that we all need to take into consideration in our library business and our everyday working life. But how can we manage and lead our organisations to become the strong libraries of the future?

Ralph D Stacey, professor of management at University of Hertfordshire, UK has inspired me with his theory of chaos and how the world surrounding us has changed towards a high level of uncertainty and a high level of disagreement. Traditional management often tends to manage according to high certainty and high agreement which does not correspond to where we are today. This make us aware of the need for a new way of leading our organisations and new kind of management were our staff is much more deeply involved in the planning as well as the everyday business. As I was writing this text I found two different You Tube clips which give a hint on this. https://www.youtube.com/watch?v=nsLqPHu6MhQ and https://www.youtube.com/watch?v=8czmkaIRW5g

As management and leadership methods need to change, it is increasingly important to shape our organizational structure according to our surrounding world and new way of management. A book published last year describes the organizational landscape characterizing our organisations at the present time. At the same time we believe (and try to stay in) a traditional hierarchical organizational structure and we continue to try to squeeze in our business into this. This causes an increasing amount of frustration and stress and is the reason why I believe we need to look at new ways to shape our structures and work. You may find Beyond the Mind Trap – Future Challenges for Organisations and Managers, by Magnus Dalsvall, Kjell Lindström an interesting reading.

When practising management and leadership, I constantly work on how to improve communication, involvement and participation. In my IFLA Journal article, I described how this was done at my former work in the academic library field. http://ifl.sagepub.com/content/38/1/35.abstract. Now that I have moved into the public library field I start to look at how to work on this issues with all of my 80 staff. Right now we are having different trend seminars and in August we will have a full day of working on our strategic plan together. Involving everyone in this work makes it part of everyone's daily work and ensures that we reach our organizational goals together. We all need to lead ourselves in our daily work.

Building a High-Quality Professional Development Opportunity

Rebecca Brown

Recently, I read a blog post by the American Evaluation Association (AEA) titled: *Evaluating the Quality of Professional Development* [http://aea365.org/blog/ed-eval-tig-week-amy-gaumer-erickson-on-evaluating-the-quality-of-professional-development/]. The post was about effective instructional practices by Amy Gaumer Erickson from the Center for Research on Learning at the University of Kansas (KU) in the United States. The AEA post referenced a checklist developed at KU [www.researchcollaboration.org/uploads/HQPD%20Checklist.pdf]. The post caught my eye because my primary work function is to provide continuing education and professional development opportunities to health sciences librarians for the National Library of Medicine Training Center (NTC) at the University of Utah.

I am new to the Continuing Professional Development and Workplace Learning (CPDWL) committee and upon doing some research before writing this post I looked around the CPDWL website and found the *Continuing Professional Development: Principles and Best Practices* document developed and approved by members of the CPDWL committee in 2006 [http://www.ifla.org/publications/continuing-professional-development-principles-and-best-practices]. The best practices document is concerned with, among other things, the quality of continuing educational opportunities for library staff. The document has been translated into twelve languages and is currently being updated and expanded. Once that is completed, it is hoped that the *Principles* (revised or reaffirmed) will be approved by IFLA, as well as CPDWL.

Item 5 of the CPDWL guidelines says that best practice requires there to be:
- CE activities design that includes learning objectives aligned with identified needs
- Principles of instructional design and learning theory
- Course instructors with both subject knowledge and teaching ability
- Transfer of training and feedback.

The purpose of the KU Observation Checklist is at least three fold and supports the guidelines stated above. The checklist was designed to:

1) Provide a way to determine whether professional development opportunities are built around adult learning principles.
2) To provide feedback and coaching to a trainer (or self-assessment).
3) To provide direction for creating professional development content.

These three purposes cover a lot of territory and include six domains (identified by the Center for Research on Learning) that should be present in order for high quality professional development to take place:

1) Preparation
2) Introduction
3) Demonstration
4) Engagement
5) Evaluation
6) Mastery

The complete 22-item checklist is available at: http://www.researchcollaboration.org/page/high-quality-professional-development-checklist [Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation Checklist for High-Quality Professional Development in Education.* Center for Research on Learning, University of Kansas, Lawrence, Kansas.]

One of my personal interests is the study of language and the role it plays in society. I recently read an essay about literacy and society that posed the question: "Who is the pupil imagined to be?" [Olson, David R. "The Elephant in the Room. Language and Literacy in the Arab World." *The Cambridge handbook of literacy.* Cambridge, N.Y.: Cambridge University Press, 2009.]. This question struck a chord in me and I thought: who is the professional imagined to be…vis-à-vis librarianship? As our profession doesn't require continuing education in order to maintain our credentials, as does medicine for example, it is left to the members of our profession to create, elevate and maintain standards for continuing education opportunities.

In a 2009 article by Jana Varlejs, former standing committee member of CPDWL, and guideline project spearhead wrote the following: *"The propensity to issue guidelines, standards and manifestos that codify policies, principles, member qualifications and behaviors, and so on, is one of the characteristics that mark an occupation as a profession…Given the global interest in educational standards, increased competencies, and leadership development, it is a good time to ask that continuing education also be held to higher, universal norms"* [Varlejs, Jana. "Still "Nobody's Baby"?" *Library Leadership & Management* Summer 2009: 122,126,139].

So I offer you the CPDWL guideline document (as a reminder) and the KU Observation Checklist as tools to use if you are creating (or leading) a CE session.

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