

## **Workshop on Instructional leadership**

Thursday 25<sup>th</sup> September 15:00 – 16:30

Friday 26<sup>th</sup> September 10:40 – 12:00

Creating Knowledge III, 2003

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The **aim** of the workshop is to create time for reflection and discussion about the role of leadership in the area of library instruction

### **Reflection and discussion starting points:**

1. An image of leadership in a library (10 min)

In the introductory part of the session, we will, in a light-hearted way, reflect on the nature of good and bad leadership

2. The working atmosphere amongst teaching librarians (15 min)

In this part of the session, I will ask you to reflect on and discuss the atmosphere amongst the teaching librarians at your institute. You will use De Bono's evaluation procedure, PMI (plus, minus and interesting). We will also try to get some ideas about how the atmosphere can be improved. (3 min individual work, 5 min discussion in pairs and 7 min plenary)

3. Forming a pedagogical vision: information literacy standards versus information literacy conceptions (25 min)

There are 2 major contrasting perceptions about information literacy, which can influence instructional leadership. In this part of the session, I will ask you to compare and contrast these perceptions by using ACRLs list of IL standards (based behaviourism/constructivism) and Christine Bruce's list of IL conceptions (based phenomenography). Which list do you find most appealing to work with and why? (10 min in pairs; 15 min in 2 pairs in defence)

#### 4. Intelligence, consequences, strategies, constraints and scenarios (30 min)

Here, I will ask you to reflect on the following questions:

- What is currently happening at your institute, which could effect library instruction? (Intelligence)
- What can you see for consequences? (Consequences)
- What strategies can you think of to deal with these consequences? (Strategies)
- What are the constraints in your library? (Constraints)
- How do you see library instruction in 2006? (Scenarios)

(10 min individual work; 15 min in fours and 5 min plenary)

#### 5. Plenary discussion (time remaining)

Welcome to the workshop!

## **Information literacy standards**

The information literate student:

1. Determines the nature and extent of the information needed.
2. Accesses needed information effectively and efficiently.
3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. Individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. Understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally

Taken from 'Information literacy competency standards for higher education'.  
Association of College and Research libraries (ACRL), 2000.

## **Information literacy conceptions**

Information literacy is seen as:

1. Using information technology for information retrieval and communication
2. Finding information
3. Executing a process
4. Controlling information
5. Building up a personal knowledge base in a new area of interest
6. Working with knowledge and personal perspective adopted in such a way that novel insights are gained
7. Using information wisely for the benefit of others

Taken from “The seven faces of information literacy” by Christine Bruce, 1996.