

# LCP – Professional Support

## Learning College Portfolio

### Getting Started Cover Page

We encourage you to start your planning well in advance. You will be credited with up to 4 months of planning when your plan is approved! **Start by having conversations with your Manager about your ideas.** We encourage you to have these discussions very early in the process to determine if the resources (financial, time, etc.) are available to you. Your OL Advisor is also available to work with you and your Manager in the development of your plan.

Please include this form along with **the LCP-PS Getting Started Checklist** as part of your submission (preferably emailed as a PDF file) to [organizational.learning@nsc.ca](mailto:organizational.learning@nsc.ca) by the due date. Submission due dates and Review Committee meeting dates are on the Organizational Learning Department site under *Learning Opportunities*.

Please initial the following indicating you have completed each of the steps below:

- DP You have involved your Manager as a partner in your learning and he/she has been part of your LCP planning for at least 2 months prior to your submission (or another agreed upon time frame)
- DP You have included a short summary of the focus and scope of your plan. (Plan Overview/ Abstract)
- DP You have attached your Learning Plan with timeline
- DP If you have activities in your plan that require you to go outside of your department, you have included copies of permissions/agreements (email confirmations, letters of support, etc.) from the people or departments in your plan
- DP You have discussed time and financial resources with your Manager and/or other manager(s) who may be impacted by this plan. Time and financial resources are not guaranteed by the approval of your plan.
- DP LCP-PS Getting Started Checklist is attached

Date: October 22, 2015

Participant: Denise Parrott Employee ID #: w 0229545

Campus: Waterfront Manager: Andrea Stewart

2<sup>nd</sup> Level Manager: Catherine MacLean

Learning College Portfolio – Professional Support

Name: Denise Parrott Employee ID #: W 0229545

Dept: Library Services Campus: Central Office (Waterfront)

**GETTING STARTED CHECKLIST**

Learning Plan Submission Checklist *Your Manager is a partner in your learning and is required to review your submission before it is sent to the Review Committee.	Manager Initials	Review Committee
<p><b>Plan overview</b> - includes a summary of who you are and your background and highlights your learning goals</p>	AS	
<p><b>Portfolio: Learning Currency</b> (refers to the experience of learning and should be incorporated into each currency below) The learning plan outlines:</p> <ul style="list-style-type: none"> <li>• What you currently know about each topic (area of interest) within the currencies below, your current beliefs/assumptions about each topic, and factors that you believe influence those beliefs/assumptions</li> <li>• Specific timeframes when learning will be critically reflected upon and documented</li> <li>• How learning will be captured</li> </ul>	AS	
<p><b>Occupational Currency</b> The learning plan outlines:</p> <ul style="list-style-type: none"> <li>• How professional knowledge and skills will be advanced including how you will adapt to or lead future trends</li> <li>• Goals are clearly stated and speak to what will be new and significant learning (Answers question: Where am I going?)</li> <li>• Learning activities are specific and clearly stated (Answers question: How am I going to get there?)</li> </ul>	AS	
<p><b>Facilitating Learning Currency</b> The learning plan outlines:</p> <ul style="list-style-type: none"> <li>• What knowledge and skills will be advanced around adult education principles and student development theories in your role and how you will create and deliver engaging ways to support learning</li> <li>• Goals are clearly stated and speak to new and significant learning (Answers question: Where am I going?)</li> <li>• Learning activities are specific and clearly stated (Answers question: How am I going to get there?)</li> </ul>	AS	
<p><b>Organizational Currency</b> The learning plan outlines:</p> <ul style="list-style-type: none"> <li>• A connection between the strategic directions and the learning goals/activities</li> <li>• How the learning will be shared within the college community</li> <li>• Goals are clearly stated and speak to new and significant learning (Answers question: Where am I going?)</li> <li>• Learning activities are specific and clearly stated (Answers question: How am I going to get there?)</li> </ul> <p>The timeline for learning and applying the learning is clearly laid out over 3.5 years (42 months)</p>	AS	
<p>Permissions/approvals have been granted from internal and/or external stakeholders in advance and are included in submission</p>	AS	
<p>Required resources (i.e. time, financial, etc.) are not guaranteed and have been discussed with manager. Necessary approvals have been granted.</p>	AS	

Date: October 22, 2015 Participant Signature: \_\_\_\_\_

Manager Signature: \_\_\_\_\_

2<sup>nd</sup> Level Manager Signature: Catherine MacLean

**To: Members of the LCP Review Committee**

I am pleased to present you with my application for the Learning College Portfolio – Professional Support.

Over the last few months, I have worked with my colleague, Mary Jane Pittman, Lunenburg Campus Librarian to collaborate on an area in which we are both interested, **information literacy instruction strategies for students in skilled trades classrooms**. Our interest is driven by Library Services, NSCC and external strategies, as identified in my plan.

While our focus is shared, Mary Jane and I bring very different interests and skills to our individual LCPs. I intend to focus my new learning on areas which apply to my work at NSCC, which involves developing library collections. To accomplish my learning goals, I plan to work with Mary Jane, who will look at related classroom literacy instruction applications.

As very different types of learners with different backgrounds, Mary Jane and I have chosen different paths for our learning journeys, but our collaboration will allow us to mentor each other as we develop new learning and new research to apply to our individual roles at NSCC.

Please accept my gratitude for the opportunity to present you with my application.

Kind regards,

Denise Parrott

Technical Services Librarian, NSCC

Waterfront Campus, 80 Mawiomi Place, Dartmouth NS B2Y 0A5

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[Denise.parrott@nsc.ca](mailto:Denise.parrott@nsc.ca)

## **A. Plan Overview**

### **Background and Introduction**

My name is Denise Parrott, and I am the Technical Services Librarian for NSCC. I currently work out of the Waterfront Campus and oversee collection development for all 13 campus libraries. I have been in this role since October of 2010. Prior to this, I spent five years in the Department of Education, overseeing many different types of library services and policy development for all public libraries in Nova Scotia. For ten years prior to that, I was a librarian with Halifax Public Libraries, in both public and technical capacities. In my over quarter century and my many roles as a professional librarian, I have helped people navigate the world of information and been an avid lifelong learner. “Learner” is one of my top strengths. “Connectedness” is another, and I always strive to find opportunities to relate to my clients and work teams. I also have “Ideation” and “Strategic” in my top 5 strengths, and I constantly look for ways to grow in and improve my work.

Throughout CCEDP, which I completed late in 2012, I learned about portfolio learning and was successfully able to apply reflective learning practices throughout that program; I scheduled reflection time and created learning narratives and documentation which helped me measure my learning progress, for my CCEDP courses and for projects in my day-to-day work. Since graduation from CCEDP, however, I have moved away from these reflective learning practices, in part because I feel I have lost the “lens” through which I can focus my learning. I have started to look for ways to refocus my portfolio learning, and through my Learning College Portfolio, I hope to rekindle these reflective learning processes to help me measure my own progress as a learner. At the same time, I hope to provide a valuable body of research, along with pragmatic applications, for Library Services and NSCC as a whole.

As a creative person, I hope to seek new and interesting ways to engage in and express my learning journey.

### **Learning Plan Summary**

#### **Overall Context and Scope**

Through my LCP, I intend to focus my learning on how NSCC Library Services can provide library programs and collections which support workplace information literacy. The (US) National Forum on Information Literacy (NFIL), identifies the need for revamping our workplace literacy strategies:

“Information literacy practice is a college and career readiness success strategy that develops critical and creative thinkers, learners and workers who know how to problem solve in conjunction with utilizing a variety of information resources that produce quality results.

Historically, the library profession has been the masters at utilizing this skill set. Today, our rapidly evolving digital universe demands that we all become masters of information literacy practice...”

<http://infolit.org/workplace-information-literacy/>

Workplace information literacy skill development has been a key focus for the Government of Canada, and the Office of Literacy and Essential Skills has been working extensively on research and development to support employers and employees in promoting sound workplace literacy strategies:

“Through extensive research, the Government of Canada, along with other national and international agencies, has identified and validated key literacy and essential skills. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity.”

[http://www.esdc.gc.ca/en/essential\\_skills/index.page](http://www.esdc.gc.ca/en/essential_skills/index.page)

My goal is to develop a body of research and best practices which will help Library Services and NSCC ensure that our students develop effective information literacy skills which will help them succeed in their educational training environments and ultimately in their workplaces. Our students will deal with significant amounts of information in their modern workplaces, and sound information literacy instruction strategies can help ensure that they are ready for the complex information needs within their work environments.

NSCC Student Services, through the Alignment Project, has been focusing on the needs of students in different lifecycle phases, and I intend to enhance my understanding and knowledge of the information needs and abilities of students across the lifecycles in a modern occupational training college, with the goal of creating a body of research and best practices which support information literacy instruction strategies for transitioning out skilled trades students. I plan to focus on skilled trades students because there is little supporting research in developing information literacy training for this subset of students.

In my position as Technical Services Librarian at NSCC, my work focuses on the development of library collections. I intend to apply my LCP learning to my work by recommending library collection development practices which support transitioning-out skilled trades students, as well as developing recommendations for how print and online library collections and other resources can be incorporated into library instructional programming at NSCC.

Late in my CCEDP process, a fellow student introduced me to WordPress, a free, open access resource which requires minimal training and is useful for creating a body of research and reflection. While I did not learn of this tool in time to capture my CCEDP learning, I will use it to capture my LCP learning processes and findings. This tool powers 24% of the web, so it will make my findings easily accessible to others, and it is important for me to feel that I am creating useful, accessible information.

<https://wordpress.com/>

## **Learning Goals**

My LCP is designed to help me develop significant new, professional learning in four areas:

1. Learn how to refocus and enhance my reflective and creative learning processes which will help me explore, build on and share my learning.
2. Learn about NSCC students in each of four student lifecycle phases – prospective; transitioning in; in-progress; transitioning out – and the information literacy needs of students in the major cohorts of each phase.

3. Learn about workplace information literacy strategies for students in skilled trades training, with a focus on students who are about to enter the workforce (transitioning out).
4. Learn about library collection development best practices which support information literacy strategies for transitioning-out skilled-trade students.

## **Project influences**

I have identified eight areas which have impacted my LCP focus:

### **1. NSCC Library Services:**

My LCP will help inform the work that Library Services is undertaking to update its Information Literacy Plan. My colleagues in Library Services have often discussed the challenges in engaging skilled trades students in seeing the benefit of information literacy instruction as a support for lifelong learning, and my Department has identified information literacy for students in skilled trades classrooms as an area of focus as our new Information Literacy Plan is created.

### **2. Strategic Plan:**

Creating effective information literacy programming that supports workplace literacy aligns with the 2012 NSCC Strategic plan because it will support “Program Quality” and “Operational Excellence”. We have committed to “graduating learners with leading edge skills and knowledge”; to “engage students in learning experiences that are exceptional quality” (goal 1 under Program Quality); and to “helping build Nova Scotia’s economy through a well-educated and highly-skilled workforce” (goal 3 under Program Quality). Updating our Information Literacy Plan will help us create more effective information literacy programming and related library collections.

### **3. Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education**

With the launch of a new information literacy framework by the Association of College and Research Libraries (ACRL) in 2015, Library Services will begin developing new instructional programming to align with this framework. The new framework defines information literacy as:

“... the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

<http://www.ala.org/acrl/standards/ilframework>

Through my LCP, I would like to provide valuable input into Library Services’ development of information literacy instruction and library collection development practices which align with the new framework and which meet the needs of learners in skilled trades programs.

#### **4. Students Services Alignment Project**

While I do not work directly under the umbrella of Students Services, I do support the work of Campus Library Staff who do. I have been following the Alignment Project, which aims to support students at each of four lifecycle phases:

1. Prospective Student
2. Transitioning in Student
3. In Progress Student
4. Transitioning Out Student

<https://ournscc.nsc.ca/Departments/StudentServices/Pages/MajorProjects.aspx>

My goal is that my LCP will support Student Services Vision:

“Current and prospective students will access services that support learning and student development. Services will be evidence-based, current, and consistent with NSCCs strategic priorities, leveraging our talents and resources. Core service delivery will be equitable, consistent and engaging, including on-campus and online options.”

I hope that my work will support learning outcomes for Transitioning out students (from the Alignment Project Phase 6: Core Services Consultation Draft):

- “Exiting students recognize that career development is ongoing, involves lifelong learning and engage in supplementary opportunities relevant to their career and employment path.”
- “Exiting students are able to identify ways to pursue lifelong learning beyond their program at NSCC.”

<https://ournscc.nsc.ca/Departments/StudentServices/Documents/Master%20Core%20Services%20Consultation%20Draft.pdf>

#### **5. NSCC Academic Plan 2015-2020**

The Academic Plan for NSCC references our commitment to “Enhance Lifelong Learning Pathways” (p. 11).

To reach our goal to be a modern college with modern library services which support these lifelong learning pathways, Library Services will need to build on our successes to provide innovative information literacy instruction strategies.

I hope that the work of my LCP will help Library services leverage the extensive knowledge, skills and expertise of Library staff to help us develop “Innovative Programs....to support lifelong learning” (p. 8), and “Inclusive pathways and transitions...to enhance access and flexible learning opportunities” (p. 11).

#### **6. Gaps in Library Literature:**

Over the summer, I conducted a preliminary search through the literature for information about information literacy for skilled trades students. My findings indicates that there is a dearth of research in this area:

- Bird (2012) indicates that "...vocational/technical education focuses on fields...which require much more hands-on learning and are rarely the topic of information behavior studies", and he points out that information literacy instruction for these divergent groups of students has not been described in the literature (p. 21).
- Fry (2009) notes that "...most of the literature focuses on what libraries and librarians can do to teach community college students information literacy....more focus needs to be placed on the community college students themselves and their information seeking habits" (p. 39).
- Arnold (2010) concludes that "Community colleges offer a wide variety of programs...and services that have no equivalent at four-year institutions, and which require different kinds of library services" (p 224).

In order to create effective information literacy plans for modern college libraries, it is important that we add to the body of research in this area.

#### **7. Now or Never: An Urgent Call to Action for Nova Scotians (Ivany Report):**

The Ivany Report has been a pillar for all development within Nova Scotia. Like NSCC's strategic plan, it asks us to leverage our resources efficiently to provide the greatest benefits we can with the resources we have. A key focus of this report is the changing nature of our workforce and a need to train and recruit employees who have often been left out of the workforce.

[http://onens.ca/wp-content/uploads/Now\\_or\\_never\\_short.pdf](http://onens.ca/wp-content/uploads/Now_or_never_short.pdf)

An increasingly diverse workforce, combined with the demands in our modern workplaces for employees to manage a myriad of information, will require Library Services to develop information literacy programs and collections which effectively support workplace literacy training.

#### **8. 21st Century Skills**

The Partnership for 21st Century Learning (P21) notes:

"All learners need and deserve 21st century learning opportunities to thrive as tomorrow's leaders, workers, and citizens"

<http://www.p21.org/our-work/p21-framework>

To help improve our information literacy practices, Library Services has been examining the 21<sup>st</sup> Century Skills, with the goal of ensuring these skills are represented in our new Information Literacy Plan.

P21 identifies libraries as one of the "Learning environments (which) are the structures, tools and communities that inspire students and educators to attain the knowledge and skills the 21st century demands of us all."

[http://www.p21.org/storage/documents/p21-stateimp\\_learning\\_environments.pdf](http://www.p21.org/storage/documents/p21-stateimp_learning_environments.pdf)

To incorporate 21st century skills into our Information Literacy Plan, we will have to think differently about the types of instruction we offer, and it is my hope to provide NSCC Library Services with research that will support this work.

## **Project Organization**

Throughout my LCP, I will reflect on my learning experience using an online tool, WordPress. I plan to complete my learning in four phases:

### **Phase 1: Reflection**

Initially, I will take time to explore WordPress, the tool that I have decided to use to house my reflective work and research. I will consider how to creatively express my learning journey in a format that may be useful to others and which is structured to allow me to effectively capture the artifacts I create throughout my LCP. I will also research and reflect upon being a learner and how to bring creativity to my own personal learning, and I will also take time to consider the areas of research which will best support the demands I have identified in my project influences.

### **Phase 2: Research**

In this phase, I will research and synthesize information about information literacy needs and best practices of students across the student lifecycle, with an emphasis on skilled trade students who are about to enter the workforce. I will conduct literature searches, create bibliographies and consult with mentors and colleagues concerning information literacy strategies in each student lifecycle phase and on how the new ACRL Information Literacy Framework has impacted collection development strategies and related library instruction. I will conduct an informal environmental scan of what is currently happening at NSCC and other institutions in developing information literacy programs that support workplace literacy for students in skilled trades training environments.

### **Phase 3: Application of Theory**

This phase will involve using the knowledge I gather in the research phase to help me recommend collection development strategies and related learning outcomes for NSCC library information literacy instructional programming. I will apply my research to develop a clearer understanding of NSCC students in each lifecycle phase and will use this knowledge to collaborate with my colleagues to begin developing learning outcomes and related library collections.

### **Phase 4: Evaluation and Sharing**

In the final stage of my learning plan, I will ask my colleagues to trial and help evaluate the learning outcomes and related library collections strategies I have defined in phase 3. I will seek to create opportunities to work with campus librarians and faculty to trial and refine my recommendations for improvements to Library Services' information literacy practices. I will seek opportunities to share my findings at library conferences and NSCC events and to showcase my learning at NSCC by sharing my WordPress site.

## **Four Currencies: Application**

**Portfolio Learning:** I will maintain written and pictorial documentation of my learning journey using WordPress to provide a useful compilation and depiction of my learning. This tool will allow me to present a public-facing page so that I can readily refer to any of my findings or artifacts, and it will allow me to share my learning journey with others.

**Occupational/Professional:** Because there is little in library literature about providing information literacy instruction to students in skilled trades programs, I would be helping develop a body of knowledge that would benefit the profession and the community college community. I would be taking courses, consulting with experts internally and externally and conducting primary research to help synthesize this body of knowledge.

**Facilitating Learning:** Creating effective information literacy strategies and corresponding collections development practices which will be useful for our skilled trades students requires me to develop my own skills in a number of areas, through mentorship, coursework and research.

**Organizational:** My LCP requires extensive consultation with internal partners and the opportunity to share new findings in a relatively unexplored area. I hope, through my work, to help Library Services improve information literacy training programming and related library collections. My goal is that my work supports the direction of NSCC's strategic plan by being aligned with this and other NSCC plans which stem from it, including Library Services plans, the Student Services Alignment Project and the 2015-20 Academic Plan.

## **Changes – Personal and Professional**

I have a desire to always be learning and for my learning to be applicable and beneficial to my workplace, and it is my hope that my LCP will provide me with an opportunity to grow in my understanding of how Library Services can support the goals and objectives of the Student Services Alignment work and the NSCC Strategic Plan. By providing an understanding of information literacy and library collection development strategies which are most useful to students in skilled trades, I will help develop a body of research that can have applications beyond the development of related collection development best practices that will benefit my current work. I also hope to develop a portfolio process that allows me to continue to capture and reflect upon my work in a way that may be useful to others.

## **B. Learning Plan Development**

See attached "Learning Plan Development" table for the following:

1. **Where am I going?**
2. **Where am I right now?**
3. **How do I get there?**
4. **How will I know when I get there?**

## **5. Where Do I Go From Here?**

A. Sharing Learning:

I will share my learning through my reflections in WordPress. I will also compile my artifacts in WordPress so they can be shared with library colleagues and any faculty or staff at NSCC. I will also actively seek opportunities to share my findings with Library Services and Student Services staff, and I will actively encourage and support others who are considering or undertaking an LCP.

B. Future Learning (To be completed after 42 months)

C. Timeline

Timeline	Learning Goals and Related Activities
<p>Phase 1: Reflection</p> <p>July 2015 to October 2015 (4 months - Tool and reflection process development)</p> <p>Ongoing throughout 42 months (reflection process)</p>	<p>Learn how to refocus and enhance my reflective and creative learning processes which will help me explore, build on and share my learning.</p> <ul style="list-style-type: none"> <li>• Learn how to use WordPress to document my portfolio process. (Resource: free WordPress course)</li> <li>• Conduct research on effective practices in reflective learning. (Resource: free Reflective practices course)</li> <li>• Learn to create and build on effective reflective learning processes (Resources: free Novanet materials)</li> <li>• Learn to develop an understanding of personal creativity in the learning process (Resources: BBC Documentary - The Creative Brain How Insight Works; <b>Mentor, Kathleen Naylor -- See Appendix A</b>)</li> </ul>
<p>Phase 2: Research</p> <p>November 2015 to May 2017 (19 months)</p>	<p>Learn how to refocus and enhance my reflective and creative learning processes which will help me explore, build on and share my learning.</p> <ul style="list-style-type: none"> <li>• Learn what is involved in being a successful and creative adult learner by taking courses which challenge me to learn something that is of great interest to me but is also an area of new learning, just as any student at NSCC would be in learning the new language of a training program (Resource: French course)</li> </ul> <p>Learn about NSCC students in each of four student lifecycle phases, and the information literacy needs of students in the major cohorts of each phase.</p> <ul style="list-style-type: none"> <li>• Review the Student Services Alignment Project (Resources: Alignment Project site; <b>Mentor, Lisa MacDougall – See Appendix B</b>)</li> </ul>

	<ul style="list-style-type: none"><li>• Review the Students Services Environmental Scan (part of the Alignment project) and update with new findings (Resource: free Novanet materials)</li><li>• Monitor trends within Library Services and Student Services that relate to information literacy training for students (Resources: AACUSS membership; AACUSS Conference June 2016; Free course on Information Literacy for Student Success in the 21st Century)</li><li>• Review NSCC research and published data that describes our students (Resources: NSCC survey publications; <b>Mentor: Antonia Sly Nichols – See Appendix C</b>)</li><li>• Research and develop an understanding of how we learn (Resources: Free courses on teaching and learning)</li><li>• Research information literacy strategies for students in major and specialty cohorts (Resources: Free webinars, free Novanet resources)</li></ul> <p>Learn about workplace information literacy strategies for students in an occupational training environment, with a focus on students who are about to enter the workforce (transitioning out).</p> <ul style="list-style-type: none"><li>• Study and evaluate the ACRL standards for Information Literacy for Higher Education.</li><li>• Study and evaluate the 21st Century Skills in relation to skilled trades instruction (Resource: Free course on teaching 21st century skills)</li><li>• Review NSCC information literacy programming for students in trades programs. (Resources: <b>Mentors, Darlene Burton – See Appendix D; Andrea Stewart – See Appendix E; Lisa Boyle – See Appendix F</b>)</li><li>• Research teaching pedagogies related to students in skilled trades programming. (Resources: Free Novanet materials; Courses/certification in Adult Learning specializing in Workplace Learning)</li><li>• Collaborate with library colleagues who deliver instructional programming in the classroom, to develop an understanding of library instruction learning outcomes and related library collection supports. (Resources: <b>Mentors, Mary Jane Pittman – See Appendix G; Ann Roman – See Appendix H</b>; consultations with Campus Librarians who have successfully implemented skilled trades information literacy programming)</li><li>• Research industry standards for workplace literacy for students in occupational training schools. (Resources: Free webinars, documentation and podcasts from Government of Canada)</li></ul> <p>Learn about library collection development best practices which support information literacy strategies for transitioning-out skilled-trade students.</p>
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	<ul style="list-style-type: none"> <li>• Research best practices in creating library collections policies for skilled trades students. (Resources: free Novanet materials; library colleagues)</li> <li>• Research preferred resources to support students in skilled trades programs. (Resources: free Novanet materials)</li> <li>• Develop an understanding of resources available in the community which support students to continue developing information literacy strategies when in the workplace. (Resources: colleagues in Nova Scotia public libraries)</li> </ul>
<p>Phase 3: Application of Theory June 2017 – May 2018 (12 months)</p>	<p>Learn about NSCC students in each of four student lifecycle phases, and the information literacy needs of students in the major cohorts of each phase.</p> <ul style="list-style-type: none"> <li>• Create a general description of students in each lifecycle phase for presentation to colleagues.</li> </ul> <p>Learn about workplace information literacy strategies for students in an occupational training environment, with a focus on students who are about to enter the workforce (transitioning out).</p> <ul style="list-style-type: none"> <li>• In collaboration with NSCC library colleagues who have experience in the classroom, develop and apply library instruction learning outcomes and related library collection supports and strategies for use in Library Services’ existing skilled trades information literacy instruction.</li> </ul> <p>Learn about library collection development best practices which support information literacy strategies for transitioning-out skilled-trade students.</p> <ul style="list-style-type: none"> <li>• Develop strategies for training transitioning out skilled trades students about resources that will support their information literacy and lifelong learning needs. (Resources: NSCC Librarians, free Novanet resources)</li> </ul>
<p>Phase 4: Evaluation and Sharing June 2018 – December 2018 (7 months)</p>	<p>Learn how to refocus and enhance my reflective learning processes which will help me explore, build on and share my learning.</p> <ul style="list-style-type: none"> <li>• Learn how to share my findings with my Director and NSCC library and student services colleagues, through presentations and workshops.</li> <li>• Present my body of research and recommended practices to the Director of Library and Information Services and NSCC Librarians for feedback and possible integration into information literacy instructional programming.</li> </ul>

#### **D. Overall Reflections**

Since I finished my CCEDP program a couple of years ago, I have been looking for a new opportunity to synthesize my learning. Thanks to Debbie Kaleva, Pictou Campus Librarian and Charmaine Borden, Truro Campus Librarian, who gave a presentation at an NSCC Librarians' meeting last year about their LCP, I realized that the LCP is the perfect opportunity for me to find new and meaningful learning. Charmaine and Debbie have also been instrumental in helping me stay on track in developing my plan and have offered their continued support as they reach different stages of their plans. After their presentation last year, I began to think about what I could choose as a focal point for my LCP.

At a recent Librarians' meeting in the spring of 2015, we spent some time discussing the new Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education and how it could be implemented, and I felt that helping develop an aspect of this new framework was an appropriate response to the current planning that is happening at NSCC. Although I do not work directly with students, I have a strong desire to make sure the work I do best supports them. By choosing a topic that extends beyond the scope of my work of overseeing development of library collections for campus libraries, I am able to ensure that my work supports the needs of our students. I began to research the application of information literacy strategies in an occupational training college and to examine supporting NSCC planning documentation.

During the summer, I struggled with how to put my plan together. Early in the summer, I learned that one of my colleagues, Mary Jane Pittman, Lunenburg Campus Librarian, had also been considering an LCP related to information literacy instruction. Mary Jane indicated in an initial conversation that she was interested in exploring how the new ACRL framework could be applied in skilled trades programs at NSCC. With her extensive background in education and teaching pedagogies, I have asked Mary Jane to be one of my mentors, and we would like to work together to share our findings related to the topic of workplace information literacy.

I spoke with my Director, Andrea Stewart, in early July to seek her advice and input on my topic. She was very supportive of the area of learning I have chosen and of Mary Jane and I working together to more fully develop our work, and to be supports for each other throughout our learning process. Andrea supported Mary Jane and me meeting in person in mid-July, where we formulated how we would work together, where our plans would converge and how they would be different.

In August, Mary Jane and I had a successful phone meeting with Organizational Learning Consultant Andrea O'Neil, and following this we were able to further refine our learning goals. Since then, Mary Jane and I have been meeting by phone on a regular basis to discuss our progress in developing our individual LCPs and to share new information.

I have since met again with my Director in late August to confirm that my learning goals were on track, to discuss learning opportunities related to each, and to seek her advice on selection of mentors to support my learning goals. I provided her with an initial draft of my LCP in September for her feedback and support, and she kindly offered a number of suggestions to clarify my plan.

Over the summer, I have been documenting resources to help me meet my learning goals, and I put a lot of thought into how I would be able to show evidence of learning. In CCEDP, I saw how one instructor

used WordPress to capture and display artifacts and learning, and this felt like the perfect opportunity to finally learn how to use this practical tool, which I feel will be an effective container to showcase my learning.

I feel strongly that it is important that I develop an experience of what it is like to be a learner in a new environment, one in which I have little background. I have selected to study French because it is always something that has been of interest to me, but it will be one in which my comfort level will be challenged, just as our students are challenged with the “language” of their new programs. I will have to develop new and creative ways to handle my learning challenges in this new environment.

I am very excited to engage in the learning I have identified in my LCP and to showcase this learning and greatly appreciate this opportunity.

Kind regards,

Denise Parrott

## References

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**Appendix A:**

**Communication from Kathleen Naylor, ALP Counsellor/Career Development Specialist, Lunenburg Campus**

**October 15, 2015**

Hi Denise – thanks for this message with your draft proposal info.

I'm humbled and inspired by your invitation, and I'd be very happy to accompany you as a mentor in the creative learner part of your process.

Kathleen Naylor

**Appendix B:**

**Communication from Lisa MacDougall, Manager, Student Services, Akerley Campus**

**October 15, 2015**

Hi Denise,

I'd be more than happy to help out. Just let me know when/how you'd like to proceed.

Lisa MacDougall, M. Ad. Ed.

**Appendix C:**

**Communication from Antonia Sly Nichols, Institutional Research Analyst**

**October 16, 2015**

Hi Denise,

I am flattered to be asked. I would be happy to help in any way I can.

Cheers,

Nonie

Antonia (Nonie) Sly Nichols, B.A., M.A.

**Appendix D:**

**Communication from Darlene Burton, Faculty, Academic & Career Connections, Waterfront Campus**

**October 22, 2015**

I would be happy to be your mentor.

Darlene Burton

**Appendix E:**

**Communication from Andrea Stewart, Director, Library & Information Services**

**October 20, 2015**

Hi Denise,

I am excited about what you have laid out in your plan. It connects very well to planning in Library Services and the alignment work in Student Services. You have been thoughtful in the analysis of how your learning connects back to your work, the department and the College as a whole. I am happy to be a mentor and to support you in the learning plan as submitted. Wishing you all the best and good luck with your submission.

Andrea

Andrea Stewart

Director, Library & Information Services

Library Services and Copyright Office

**Appendix F:**

**Communication from Lisa Boyle, Academic Chair, Civil and Building Technologies**

**October 22, 2015**

Hi Denise,

I am more than willing to act as your mentor for this process.

Cheers,

Lisa Boyle

**Appendix G:**

**Communication from Mary Jane Pittman, Lunenburg Campus Librarian**

**October 15, 2015**

Hi Denise,

I would be happy to act as your mentor on library information literacy training in the skilled trades classroom,

Mary Jane

Mary Jane Pittman B.Ed. M.L.I.S.

Campus Librarian, Student Services

**Appendix H:**

**Communication from Ann Roman, Waterfront Campus Librarian**

**October 21, 2015**

Yes, I'd be happy to mentor you in your LCP in the areas you've outlined. It's definitely an area of focus for me at Waterfront for the upcoming year and will be included as a goal(s) in my ESP.

Ann Roman