Transforming learning:
A professional development program

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Toolkit

• Ice-breaker sheet
• Considerations when planning a workshop pamphlet
• Scenario-based action plan
• Checklist of suggested workshop implementation strategies
• Overview of the Information Literacy innovation – a handout
• Learning design of the workshop session
• Information Literacy innovation on USB (Introduction and Module 3)
• PowerPoint presentation slides
Leap into Learning
LIL
Showcase Workshop

http://access.lectures-online.acu.edu.au/ess/echo/presentation/ecc37ef1-1c74-4d48-8b71-ffbaf3b7ba02
Sample ECHO360 Desktop Capture Recording
1. Play the Bingo game by finding people who match the descriptions

2. Introduce yourself to other workshop participants
Session Overview

8.15  Registration
8:30  Welcome and context
8:40  Ice-breaker
9:10  Overview of the Information
      Literacy innovation
9:40  Evidence-based practice
10:00 Learning design of PD workshop
10:15 Introduction module
10:30  Break
11.00 Activity – Module 3 activity
11:45 Scenario-based action plan
12:20 Reflection and discussion
12:45 Evaluation
12:55 Raffle Draw
Expectations

Discuss your expectations for the workshop

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Aim

To:

• model a professional development workshop in order to experience an Information Literacy innovation
Learning Outcomes

• Meet and collaborate with peers from other institutions
• Be able to experience, engage and participate in a learning design which documents the process of professional development
• Engage with other peers and develop an action plan for how information literacy initiatives at their institutions can be showcased based on the ACU online information literacy model
• Reflect on the use of the online information literacy program and apply ideas and strategies to their professional practice
• Graduate attribute – Ability to locate, organise, analyse, synthesise and evaluate information
Overview of an Information Literacy Innovation
You can only borrow electronic devices such as iPads, flip cameras and laptops from your local campus library:

Select one:

- a. True
- b. False
Benson's final draft

There is a stigma to homelessness in Australian society that affects people’s lives on many levels. This stigma is reflected in both how homeless people are perceived, and how people who are homeless perceive themselves (McNaughton, 2008). In effect, it "becomes a factor in their social identity" (Johnson, Gronda & Coutts, 2008, p. 231). At one level it is recognised that being homeless means not having a home or what is thought of as a home in a society, yet it also can provoke a number of negative judgements and stereotypes (McNaughton, 2008). According to McNaughton (2008), homeless people are viewed as a threatening underclass to the rest of society. This view of homeless people is not lost on homeless people themselves. Their response is often to hide their homelessness and present themselves "as part of mainstream society (Johnson et al., 2008). Keeping to routine patterns of behaviour and social interaction, and importantly, not associating with other homeless people are ways the homeless can minimise the stigma of their situation (Gronda, et al., 2008). The insidious power of the stigma of homelessness pervades both a person's public and private identity.

Review of Benson’s final draft

Sentence: "There is a stigma to homelessness in Australian society that affects people’s lives on many levels."

Comment: Topic sentence identifies the main theme of the paragraph.

Sentence: "In effect, it "becomes a factor in their social identity" (Johnson, Gronda & Coutts, 2008, p. 231)."

Comment: (Johnson, Gronda & Coutts, 2008, p. 231) - the direct quote is now accurately cited.

Sentence: According to McNaughton (2008), homeless people are viewed as a threatening underclass to the rest of society.

Comment: This time, Benson has correctly explained the author's position.

Sentence: This view of homeless people is not lost on homeless people themselves.

Comment: Good transition between main points in Benson's own words.
Evidence-based Practice

Leap into Learning allowed me to learn something I didn’t know before

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Total: 145
Evidence-based Practice

Students A and B and academic reflective comments

Are you ready to Leap into Learning?

A set of online Information Literacy modules designed by the Library and the Academic Skills Unit for new students in collaboration with the Learning Teaching Centre and academic staff.
Learning Design of the Professional Development Workshop

- Resources
- Tasks
- Support
- Assessment
Learning Activity

• USB with the “offline” sample of the module in your toolkit
• Take a look at Welcome icon
• Also browse the Help and Glossary tabs
Module 3:

Global Studies and International Development

• Proceed to viewing Module 3, outcomes and content
Break

Any questions, issues or concerns can be posted to Socrative at http://m.socrative.com/student/

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Action planning

An action plan is a sequence of steps that must be taken for a strategy to succeed.

The plan has the following elements:

• **Specific, measurable and achievable tasks** that will be done and by whom
• **Time** frame
• **Resources**

http://www.businessdictionary.com/definition/actionplan.html#ixzz35VrEeGzf
Scenario-based action plan activity

http://www.flickr.com/photos/ivanwalsh/4450159189/sizes/l/
Reflections and discussion

http://www.flickr.com/photos/flatcat/3555774083/sizes/l/
Questions

http://www.flickr.com/photos/erix/3780828260/sizes/l/in/photostream/
Tell us what you think

Raffle Draw

![Raffle Draw Tickets](image)