Teacher as Librarian: things to think about when teaching information literacy to groups

The boundaries between teaching and librarianship are becoming increasingly blurred for many within academia (Doskatsch 2003). Many qualified librarians are called upon to teach information literacy as part of their remit. Despite this teaching rarely features on graduate librarianship course programmes (Peacock 2001) including CILIP accredited programmes (Dale et al 2006). Although there is a constant rise in virtual and web-based tutorials (Stubbings and Brine 2003) the art of standing in front of a group of people and successfully imparting knowledge to them is still of great importance. Practicalities mean that despite technological developments and pedagogical recommendations many subject librarians still find themselves to be 'the sage on the stage rather than the guide on the side' (King, 1993).

Drawing on the presenter's qualifications and experience as an English language teacher prior to becoming a librarian, this session will look at several very practical considerations useful for anyone finding themselves in front of a group of people with an information literacy agenda to put forward. The session aims to assist people with some practical discussion and tips on the fundamentals of group training sessions enabling participants to use simple tools and techniques towards better teaching sessions.

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