

Examples and Possibilities for Learning Reflections for PDS 2.0

PDS 2.0 does not limit the type of activities that can be used for learning reflections. Any activity including work events can be used. The focus is on what you learnt and how it helped you grow.

To help kickstart the process, here is a list of examples and reflection possibilities. These are not exhaustive; they illustrate what is possible.

Type of Activity	Description	Reflection Focus	Example
Professional Associations	Participation in association meetings, committees, or events that advance professional knowledge or networks.	Reflect on what you learned about sector trends, shared challenges, or professional standards, and how this shapes your own practice.	Serving on a library association committee or attending an industry roundtable. Possible competency: Commitment to Professional Excellence <i>What insight did I gain about professional standards or trends from engaging with peers in the association? How will I apply this learning to improve my practice?</i>
General courses	Training designed to build staff capabilities in areas your organization considers important (e.g. compliance, digital transformation, service delivery).	Consider how the training connects to your role in the library, how does it align with the LAS competencies such as Information Literacy, Service Design, or Ethics & Governance.	CPR + AED Certification Course. Possible competency: Information Service Design, Delivery and Assessment <i>Is CPR/AED readiness integrated into service delivery or workplace preparedness plans at my workplace? Why or why not. What can I do next?</i>
Product or Vendor Training	Training conducted by vendors or product specialists to build staff understanding of library systems, platforms, databases, discovery tools, analytics tools, or subscribed resources.	Reflect on what has changed in your understanding of the product and how you can apply, share, or evaluate this knowledge in your work.	Training on Web of Science, Scopus, Alma, Primo, Turnitin, or PressReader. Possible competencies: Information Service Design, Delivery and Assessment / Digital Technologies / Information Organisation and Management

Type of Activity	Description	Reflection Focus	Example
			<i>What new feature or use case did I learn? How can I apply it to support users, improve workflows, update guides, brief colleagues, or evaluate current practices?</i>
Mentorship or coaching	Structured or informal learning gained through coaching, feedback, or professional conversations with a more experienced colleague or external mentor.	Reflect on how the mentorship experience shaped your understanding of professional practice. Consider what advice or feedback changed your thinking and how you applied it.	Career Coaching Possible competency: Commitment to Professional Excellence <i>What advice or perspective did I gain? How did it change my thinking? What action did I take, or will I take, as a result?</i>
Team Collaboration	Learning gained through working with colleagues across teams, departments, or functions to plan, deliver, improve, or evaluate a library service, programme, project, or workflow.	Consider what you learned about communication, coordination, shared decision-making, problem-solving, and how collective effort contributed to the outcome.	Cross-team collaboration on a collection workflow, or system implementation. Possible competency: Information Ethics & Governance <i>What ethical considerations surfaced during the work. For example, privacy, fairness, access, copyright, data use, or transparency? What would I do differently in future collaborations?</i>
Project implementation	Learning gained through planning, coordinating, delivering, or evaluating a project, initiative, service enhancement, workflow change, or pilot within the library.	Reflect on how the project helped you apply professional knowledge in practice, manage constraints, make decisions, solve problems, engage stakeholders, and assess outcomes.	Implementation of a user education initiative. Possible competency: Information Service Design, Delivery and Assessment <i>What was my role in the project? What did I learn and were there things I will do differently?</i>
Lesson Plan or Workshop Review	Learning gained through designing, delivering, reviewing, or improving an	Reflect on how the review helped strengthen learning outcomes, content structure, teaching approach, learner	Review of a lesson plan for an information literacy workshop, database search session, citation management class, research skills tutorial, or online learning object.

Type of Activity	Description	Reflection Focus	Example
	instructional session, learning activity, guide, tutorial, or learning object for library users.	engagement, accessibility, and assessment of learning.	Possible competency: Information Literacy and Learning / Digital Technologies <i>What changes did I make that improve the learning experience? What new methodologies or concepts did I apply? What worked, what didn't?</i>
Professional Meetings	Learning gained through attending, presenting at, or contributing to a professional conference, seminar, symposium, forum, or sector event.	Reflect on key ideas, trends, practices, or professional conversations encountered at the event, and how these influenced your understanding of library work, emerging issues, or future service development. Consider how the learning can be applied, shared, or adapted in your own context.	Attending or presenting at a library, education, scholarly communication, research support, digital learning, or technology-related conference. Possible competency: Information Impact on Socioeconomic and Environmental Settings <i>How did the sessions or conversations deepen my understanding of the topic? What ideas could be adapted to improve my work? How will I share or apply the learning with colleagues or users?</i>
Experimentation with new tools and technologies	Learning gained through trying out a new approach, tool, technique, workflow, teaching method, service model, or engagement strategy in a library context.	Reflect on why the new method was attempted, what worked or did not work, and what was learned from the outcome. Consider how the experiment informed future practice, service improvement, or decision-making.	Experimenting with different AI assistant tools. Possible competencies: Commitment to Professional Excellence / Information Service Design, Delivery and Assessment / Digital Technologies <i>What new method did I try, and why? What worked well, what did not, and why? What evidence or feedback did I gather? How will I refine, scale, stop, or adapt the method in future?</i> Other types of experimentation: Piloting a new teaching activity, user engagement method, workflow approach,

Type of Activity	Description	Reflection Focus	Example
			digital tool, feedback mechanism, or service improvement idea.
Professional Reading & Review	Learning gained through reading, analysing, and synthesising research articles, professional reports, standards, case studies, or sector publications relevant to library practice.	Reflect on how the reading surfaced useful evidence, trends, or ideas, and how these could inform your work or improve library practice.	Reading professional articles, reports, standards, case studies, or sector publications on information literacy, digital learning, open access, research support, user experience, AI in libraries, data literacy, or scholarly communication. Possible competencies: All foundational and functional competencies <i>What useful insight did I gain? How is it relevant to my work? What did I apply, share, or explore further?</i>
Research	Learning gained through designing, conducting, analysing, or applying findings from a research study, environmental scan, needs assessment, survey, interview, focus group, usability study, or service evaluation.	Reflect on how the research process helped you define a problem, gather and interpret evidence, understand user or stakeholder needs, and make informed recommendations for library practice.	Conducting a user needs survey Possible competencies: Information Service Design, Delivery and Assessment / Information Literacy and Learning / Commitment to Professional Excellence <i>Share a copy of the output. It should cover the following: What question or problem was I trying to investigate? What evidence did I gather, and how did I interpret it? What did the findings reveal about users, services, learning, or workflows? What limitations, recommendations or actions emerged from the research?</i> Other types of research: Usability study, service evaluation, environmental scan, focus group, interview study, or assessment of learning/resource use.