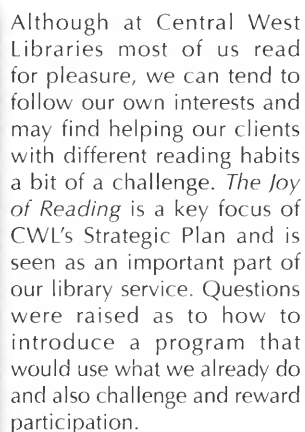


Forget the draughty halls and cardigans, *Reading Bingo!* is a professional development activity that is fun and easy to do.



of our fulltime, part-time, and casual staff at their own pace over six months. The bingo grid contains a range of activities and questions covering the essential elements of cultural awareness, marketing, communication, team work, training, technology, personal development, fun, readers' advisory, innovation, and motivation. Quite a list, but it serves to steer one's reading in different directions. In this way, *Reading Bingo!* incorporates the philosophy of advocates such as Nancy Pearl.

Reading Bingo! encouraged us to think about the process and benefits of reading as well as the diversity of interests that emerged as we talked about what was read. As the activity progressed, more comments and ideas about promoting the joy of reading were added to the *Reading Bingo!* board. Here's an idea: a bookmark that talks to you, glows in the dark, and "has a light to attract attention"!

E-portfolios: personal learning, professional development

The self-directed learning has proved to be the most valuable aspect of the e-portfolio for me. While I began using an online portfolio to help with the annual PDR (Planning, Development, and Review) process at the University of Adelaide – sessions where

Perhaps I can explain this most clearly with an example. As I was writing an assessment of my year's 'Research Skills' sessions for English undergraduates, I included information that was useful for my manager: the number of students I taught, the resources that I used, the feedback that I received from students and lecturers. In the process of writing, I found myself reflecting on other, wider teaching and learning issues: *why* did I teach X and not Y, *how* did I motivate the students and help them to learn, *when* were the library sessions most (and least) successful?

I also use my e-portfolio for another important area of my work as a librarian: mentoring one of the new graduate librarians at the University of Adelaide library. My mentoree also uses an e-portfolio (she is involved, through ALIA, with the Australian e-portfolio Project). Rebecca and I can view, comment, and collaborate on selected parts of one another's e-portfolio. For example, she can contribute to my mentoring blog and I can have input on her action plan for developing her presentation skills. Along with our other mentoring activities – informal meetings, library visits, work-related projects – we find that the e-portfolio is a valuable tool in our mentoring relationship.

E-portfolios aren't for everyone: it takes time and energy to create and maintain one (not to mention access to the right software: I use PebblePad, which is a fabulous tool.) But if you enjoy working on your professional development and personal learning as a librarian, they're a great way to go!

Reference:

Sutherland, S (2005) *E-portfolios: a personal learning space* in de Freitas, S and Yapp, C *Personalisation in the 21st century* Stafford: Network P

Whenever I thought about possibilities for professional development, I often thought in terms of attending conferences, seminars, and other 'official' learning experiences. While these are indeed fabulous opportunities where many new things can be learned, I have found another extremely useful learning experience that has furthered my professional development – involvement. The main barrier to involvement is that commodity of which there is so very little – time. However, once I committed myself to managing the time commitment, involvement – however accidental and unexpected for someone with a healthy cynicism when it comes to committees – has brought me a number of personal and professional gains.

I used to believe strongly in three very simple edicts when it came to any sort of involvement. The first was never volunteer for anything. The second was that the only thing committees manage to produce are camels. The third was if you don't like it, do something to change it. While the first two edicts seemed perfectly reasonable, I came to realise they were inhibiting my personal and professional development. The third edict was fine