Logical-mathematical – to detect patterns, reason deductively and think logically
Linguistic – to use language to express oneself and to remember information verbally
Spatial – to manipulate and create mental images in order to solve problems
Musical – to recognize and compose musical pitches, tones and rhythms
Bodily-kinesthetic – to co-ordinate bodily movements
Interpersonal and intrapersonal – to understand your own feelings and intentions and those of others.

According to this theory all intelligences are required and it is important to find ways of supporting and developing them with hands-on practical activity, or by setting different kinds of practical work, or simply by changing the pace of what you do. The same applies to courses – use varied delivery modes over the length of the course or when planning blended learning.

This is an important principle in making your teaching inclusive, so that a learner who is dyslexic would gain as much benefit from the learning experience as anyone else. Inclusive learning and teaching is less about accommodating people with different needs and more about good planning and design for all.

2 Study skills and learning skills. Some research suggests that ‘learning to learn’ programmes can be very effective. This evidence can be used to justify information professional input into teaching and training events. Even if you modify this conclusion by recognising that the skills need to be rooted within a subject context, it is still an evidence-based rationale for formal information literacy programmes.

3 Your teaching persona. Just recognising your own preferred cognitive style should make you more sensitive both to how you like to teach and what assumptions you have about learning and learners. You do not need to be a chameleon to be an effective teacher. But if you are an abstract thinker you might need to pin down when working with adult learners.

Final thoughts
Information literacy is sterile if it is just seen as a curriculum. Being effective at supporting learning and at teaching should be embraced as part of our new professional identity. Unless we understand pedagogy and apply it in practice, wherever we work, we fail in our mission to create information-literate communities, organisations and societies.

Chris Powis recently published a review on how to develop the academic librarian as a learning facilitator. A striking feature of his research for this chapter was the paucity of published material on development for teaching among library and information professionals. In fact there was a general lack of material providing an accessible introduction to learning and teaching, in both theory and practice, since most texts and resources written for a wider audience focus on either the practical or wholly theoretical. We hope that to some extent our book has addressed this deficit in part, but there is so much more to be done.

If you are interested in exploring further the teaching role of librarians and the professionalisation of our practice in learning and teaching, you may wish to contact Chris Powis. One of the core elements of his £50,000 National Teaching Fellowship project, starting in early 2005, is the development of an international online community of practice for librarians as teachers, possibly linked to an online resource centre.

References
8 For example, J. Biggs. Teaching for Quality Learning at University. 2nd edn. SRHE and Open University Press, 2003.
13 Vark-Learn (www.vark-learn.com).

‘Empowering users is not about defining a framework or curriculum for information literacy... we need to build our learning and service infrastructure on what we understand of learning and motivation.’