

Learning from the Past,
Building for the Future
Friday, May 6, 2016



Crossing the Threshold: Reflective Practice in Information Literacy Development

Sheila Corrall
Professor & Chair
LIS Program
scorrall@pitt.edu





Crossing the threshold

Reflective practice in information literacy development

Do we think enough about what we are doing as practitioners?

Where does reflection fit in our information literacy practices?

What does it really mean to be a critically reflective practitioner?



Outline

- Setting the context
 - Trends in technology, pedagogy, literacy, and more
- Tools of the trade
 - Models of reflection and examples of applications
- Professional competence
 - An alternative framework for the network world
 - Critical reflection as a “threshold competence”



Library and information trends

- Rapid development and convergence of digital technologies including new devices, formats, and standards
→ requires continuous learning for librarians and end users
- Massive growth in non-specialist interaction with information including content production, sharing, and tagging
→ requires more specialized work for librarians to add value
- Evolution of the network society as participatory culture including open systems, social media, and privacy issues
→ requires maker spaces/collaboratories, and capacity to engage with online communities and legal/ethical issues

“growth in depth, sophistication and complexity of library services” (Shumaker & Talley, 2009, p. 9)



Blended librarianship

“...an academic librarian who combines the traditional skill set of librarianship with the information technologist’s hardware/software skills, and the instructional or educational designer’s ability to apply technology appropriately in the teaching-learning process.”

A blueprint for redefining the teaching and learning role of academic librarians
(Bell & Shank, 2004, p. 273)

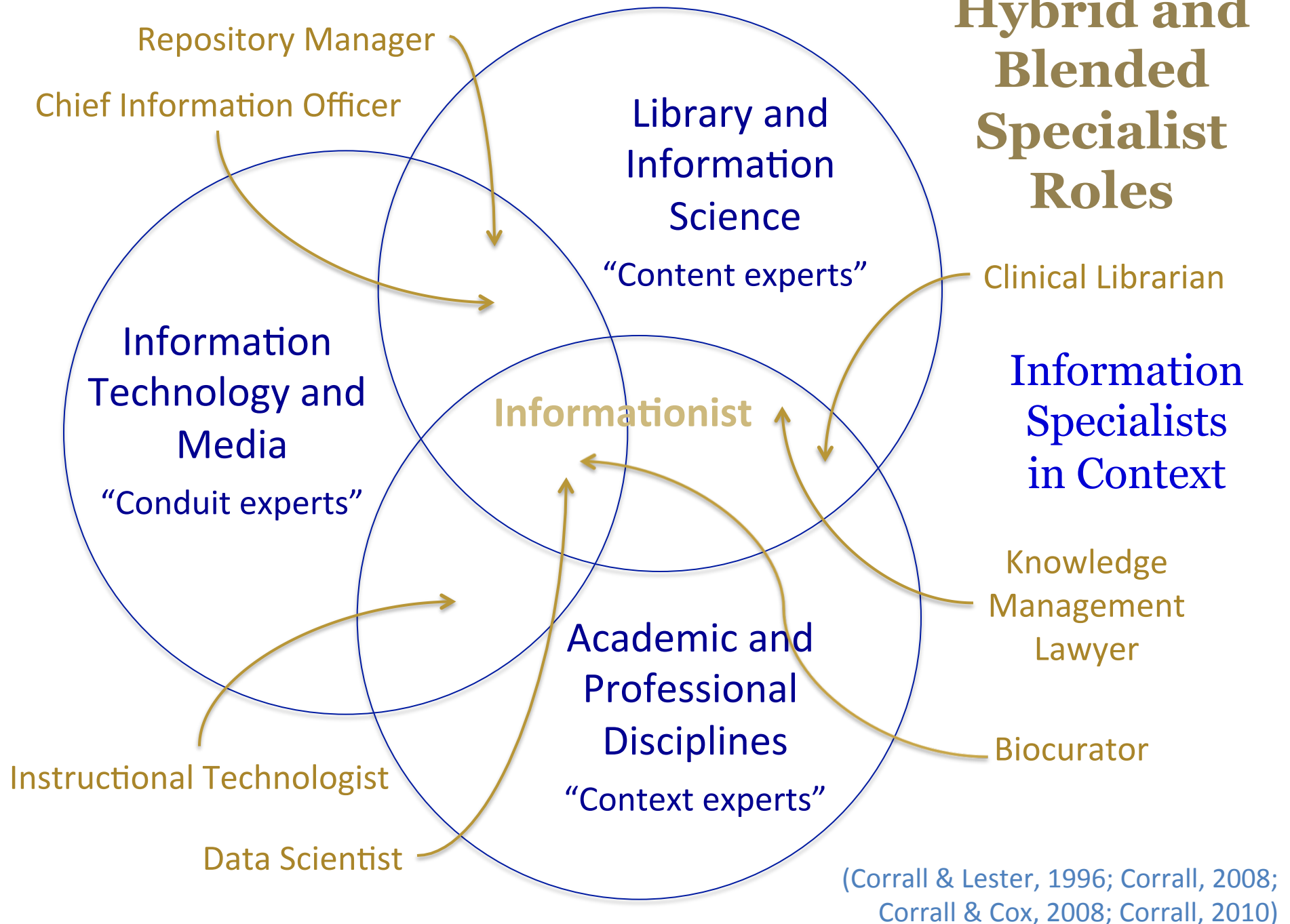
T-shaped people



“They have a principal skill (the vertical leg of the T), but they are so empathetic, or understanding of users’ needs or situation, they can branch out into other skills (the top of the T) and do them as well.”

(Bell & Shank, 2007, pp. 9-10)

Hybrid and Blended Specialist Roles





Participatory culture

“A participatory culture is a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one’s creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices.

A participatory culture is also one in which members believe their contributions matter, and feel some degree of social connection with one another (at the least they care what other people think about what they have created).”

(Jenkins et al., 2006, p. 3)

Phase One. Emergence
(1985-1993)

Phase Two.
Waking up to the Web
(1994-1998)

Phase Three.
Push-button Publishing
(1999-2004)

Phase Four.
Ubiquitous Connections
(2005-2011)

(Delwiche & Jacobs
Henderson, 2013, pp. 4-7)



Participatory librarianship

“Participatory librarianship recasts library and library practice using the fundamental concept that knowledge is created through conversation. Libraries are in the knowledge business, therefore libraries are in the conversation business.

Participatory librarians approach their work as facilitators of conversation. Be it in practice, policies, programs and/or tools, participatory librarians seek to enrich, capture, store and disseminate the conversations of their communities”

(Information Institute of Syracuse & ALA Office for IT Policy, n.d.)

Four methods of facilitation

Access – to artifacts of conversation (e.g., books, journal articles)

Knowledge – represented by instruction and evaluation of learning

Environment (e.g., privacy and filtering policies)

Motivation – including marketing and outreach

(Lankes, 2010, p. 65)



Teaching and learning trends

- Inquiry-based and problem-based learning
- Collaborative learning
- Technology-enriched learning spaces/collaboratories
- e-Learning and online education
- Blended learning
- Peer assessment
- Self-directed and personalized learning

What's new? What's next?



Innovating pedagogy 2015

- **Crossover learning** – Connecting formal and informal learning
 - **Learning through argumentation** – Developing skills of scientific argumentation
 - **Incidental learning** – Harnessing unplanned or unintentional learning
 - **Context-based learning** – How context shapes and is shaped by the process of learning
 - **Computational thinking** – Solving problems using techniques from computing
 - **Learning by doing science with remote labs** – Guided experiments on authentic scientific equipment
 - **Embodied learning** – Making mind and body work together to support learning
 - **Adaptive teaching** – Adapting computer-based teaching to the learner's knowledge and action
 - **Analytics of emotions** – Responding to the emotional states of students
 - **Stealth assessment** – Unobtrusive assessment of learning processes
- (Sharples et al., 2015)
- www.open.ac.uk/innovating



From Information Literacy vs. Computer Literacy to...

The Other Literacies

Prose literacy

Document literacy

Quantitative literacy

Computer literacy (Technical literacy)

Content literacy

Digital literacy

ICT literacy

Media literacy

Network literacy

Transition literacy

Transliteracy

(Crumpton & Bird, 2013, pp. 41-43)

Emerging Literacies

Academic information literacy

Critical information literacy

Health literacy

Metaliteracy

Mobile literacy

Multiliteracies

Multimodal literacies

New media literacy

Visual literacy

**“These are exciting times for
information literacy”**

(Mackey & Jacobson, 2014, p. xv)



(Big)
**Data 2.0
Literacy**



Reconceptualizing information literacy

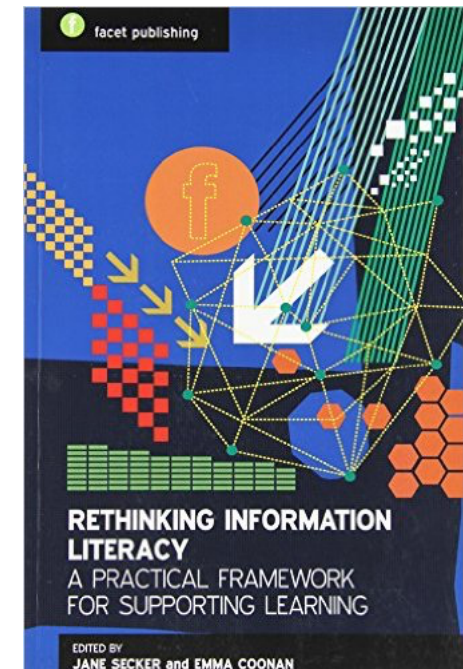
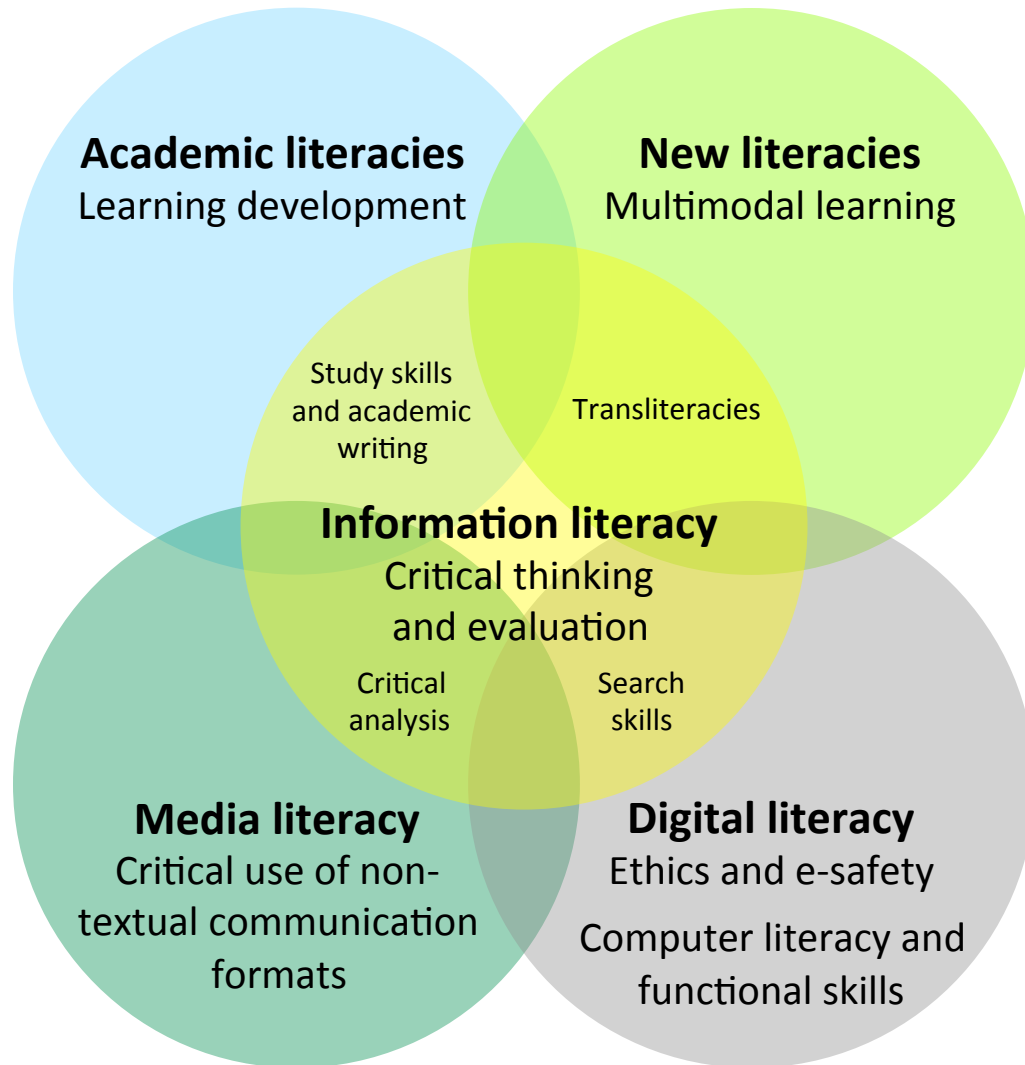
“Informed learning is using information, creatively and **reflectively**, in order to learn” (Bruce, 2008, p. viii)

A metaliteracy framework informed by metacognition supports a **self-reflexive process** that includes such activities as journaling, peer interaction, collaborative problem solving, and the use of social media tools for the original development of ideas and to **continuously reflect** on one’s own education” (Mackey & Jacobson, 2014, p. 28)

“The set of integrated abilities encompassing the **reflective discovery** of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” (ACRL, 2015/2016)



The information literacy landscape



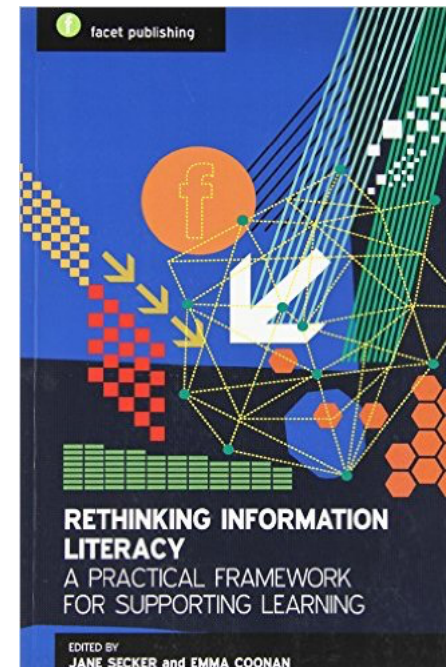
(Secker & Coonan, 2013, p. xxii)

A New Curriculum for Information Literacy



Information literacy education

- Reflection foregrounded as a key element
 - Informed learning, ANCIL, Metaliteracy, ACRL framework
- Reflective exercises/practices
 - Critical incident questionnaires
 - Reflective diaries
 - Research journals
 - Reflective papers
 - Reflective writing
 - Research logs
 - Research portfolios



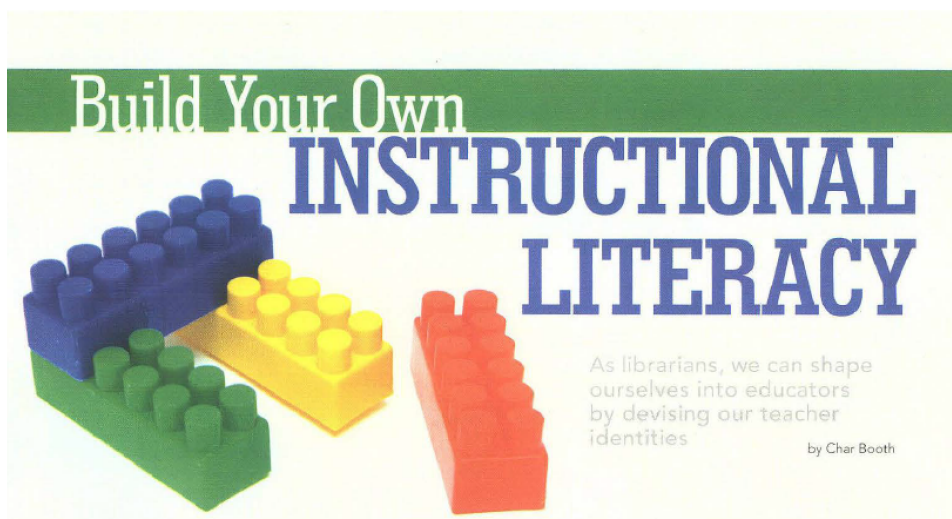
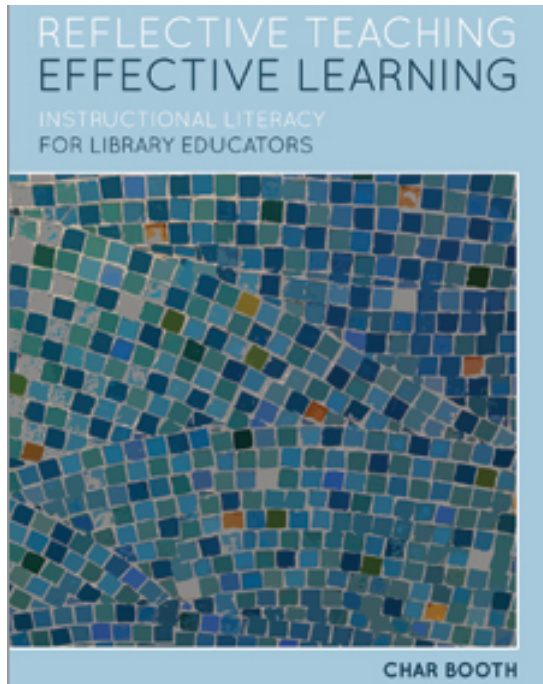
➤ **Educating reflective practitioners?**



Librarians as teachers

Instructional literacy framework

- Reflective practice
- Educational theory
- Teaching technologies
- Instructional design



“Reflective practice is an attitude of constructive self-awareness during the teaching process”

(Booth, 2010, p. 42)



Instructional literacy (Booth, 2010, p. 42)

- **Reflective practice** is the process of understanding and shaping your skills and abilities throughout the entire process, not just assessing your performance at the end of an interaction. Metacognition is the internal element of reflection, while collaboration is its external element.
- **Educational theory** is evidence-based insight into teaching and learning, which consists of learning theory, instructional theory, and curriculum theory.
- **Teaching technologies** are the tools and media that facilitate learning in face to face, online, and blended instruction.
- **Instructional design** is a systematic and learner-focused method of integrating reflection, theory, and technology into the teaching and training process.

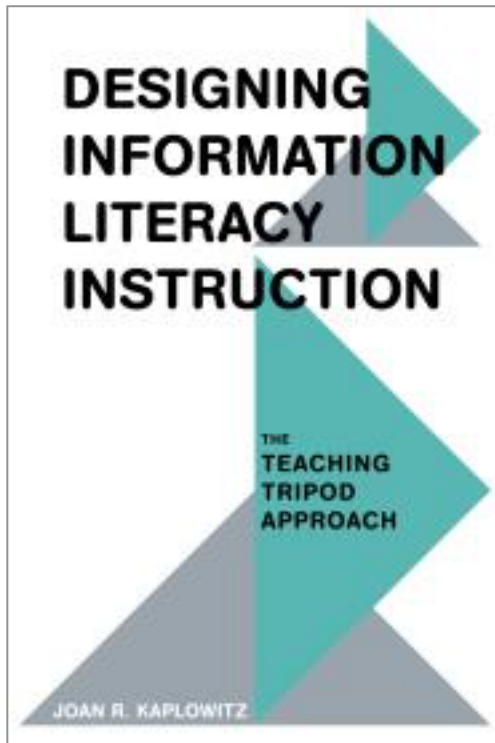


Librarians as reflective educators

“The shift of emphasis from training to education demands that the librarian attains a high level of educational credibility by demonstrating sound pedagogical knowledge and **reflective practice**” (Peacock, 2001, p. 28)

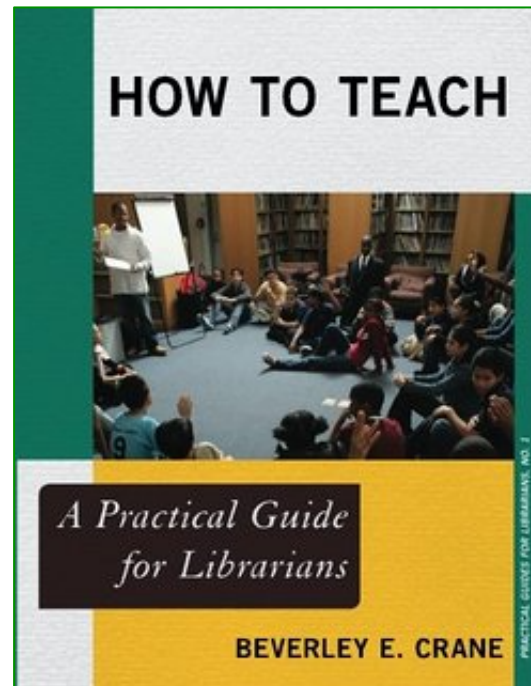
“**Critical reflection** is a powerful tool for the improvement of teaching practice. Strategies include **personal reflection**, planning, observing and debriefing with colleagues and workshop debriefing.” (Lupton, 2002, p. 82)

“If we are going to address the issues of librarians’ roles within educational endeavors systemically, we, as a discipline, need to foster **reflective, critical habits of mind** regarding pedagogical praxis within ourselves, our libraries, and our campuses.” (Jacobs, 2008, p. 256)



“ample opportunity for the reader to **reflect on their own practice** and intentions for future instruction”

(Turnbow, 2015, p. 95)



Educating the reflective practitioner

“Exercises at the end of each chapter offer opportunities to ...**reflect** on ideas and content”

(Crane, 2014)

Learning resources for new LIS professionals

About ACRL

Advocacy & Issues

Awards & Scholarships

Conferences & Events

Consulting Services

Get Involved with ACRL

Guidelines, Standards, and Frameworks

Membership

News & Press Center

Online Learning

Professional Tools

Publications

Working with ACRL

Share this page:

Immersion '15 Program

Intentional Teaching: Reflective Practice to Improve Student Learning

Curriculum

The *Intentional Teaching: Reflective Practice to Improve Student Learning* Program is based on two crucial assumptions:

- that the process of critical reflection is the key to professional renewal; and
- that this process of critical reflection itself is the foundational content of the program.

Participants will examine their practice through the four lenses of:

- autobiography
- student perspective
- colleague as resource
- research literature on teaching and learning

These four lenses are threaded throughout the three and a half days, with each becoming a focal point when appropriate. The four lenses organize the program not in a linear way, but through a mutually reinforcing perspective gained through a gradually sharpened, clarified focus on professional practice.

Each of these lenses will be used to look at four areas important to teaching:

- philosophy/values
- pedagogy
- student impact
- experimentation

A learning community in which all participants co-contribute to the program's success through a high degree of engagement will form the basis of the experience. A [faculty](#) of nationally recognized librarians will guide the process, create an environment for professional renewal, provide the structure and overarching process for the program, and offer content and information to spark new thinking. Participants will have a high degree of autonomy to make the work relevant to their own situation: their support of each other is crucial.



“The best thing any education can bequeath is the habit of reflection and questioning”

A. C. Grayling, *The Guardian*, July 22, 2000

What does it really mean to be a critically reflective practitioner?

Models of reflection and
examples of application



Reflection – thought leaders

“Demand for the solution of a perplexity is the steadying and guiding factor in the entire process of reflection”

Reflection as problem-solving (Dewey, 1910, p. 11)

Technical reflection, *Practical* reflection, and *Critical* reflection

Three levels derived from Habermas (Van Manen, 1977)

“Reflection-in-action” and “Reflection-on-action”

The reflective practitioner (Schön, 1983; 1987)

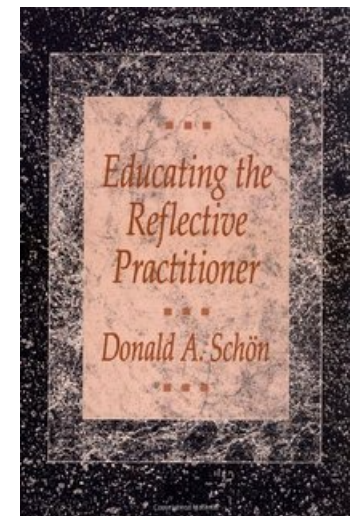
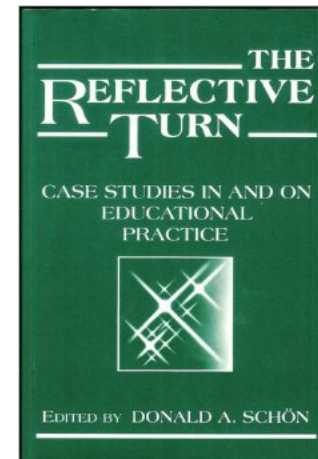
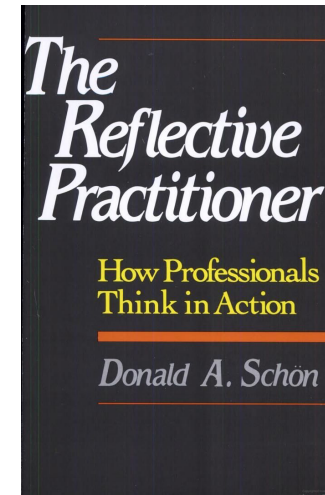
- Concept originated in education and associated with professional development of teachers
- Adopted and promoted in nursing and other professions, including library and information field



Types of reflection

- **Reflection-in-action** – practicing critically, *e.g.*, thinking about the effectiveness of what we are doing, judging its success and making any changes needed, at the same time as we are doing it
- **Reflection-on-action** – after the event, *e.g.*, thinking about what we (and others) have done, evaluating its effectiveness and thinking about how it could or should have been done differently

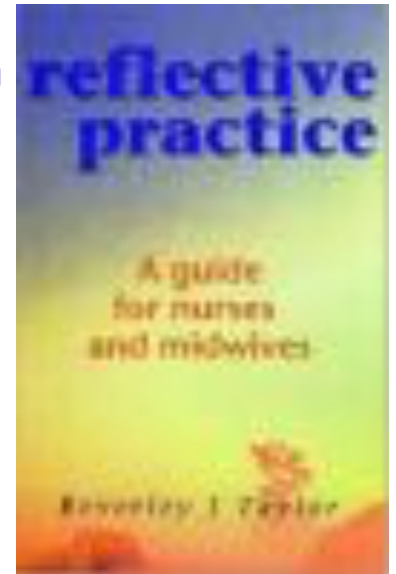
(Schön, 1983; 1987; 1991)





Levels of reflectivity

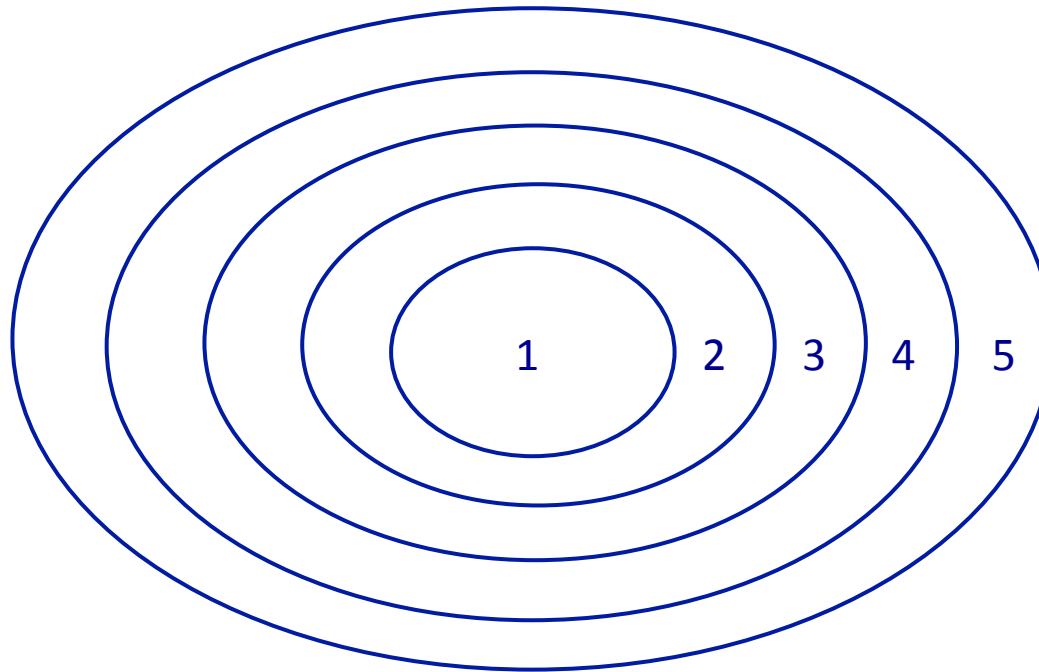
- **Technical reflection** – based on the scientific method, and on rational deductive thinking (fits with evidence-based practice)
 - allows practitioners to generate and validate empirical knowledge through rigorous means, so they can be assured work procedures are based on scientific reasoning
- **Practical reflection** – based on an interpretive paradigm
 - leads to interpretation for description, clarification, and explanation of an incident involving interpersonal communication
- **Emancipatory reflection** – interpretive, fits with the critical/transformational worldview (richest, but riskiest form)
 - facilitates “transformative action” that seeks to free practitioners from taken-for-granted assumptions and oppressive forces that limit them and their practice



(Taylor, 2000; 2004)



Five dimensions of reflection



- 5 reflection on the reflection on action
- 4 reflection on the description of the reflection-in-action (reflection on action)
- 3 description of the reflection-in-action
- 2 reflection-in-action
- 1 action

(Brockbank & McGill, 2007, p. 96)



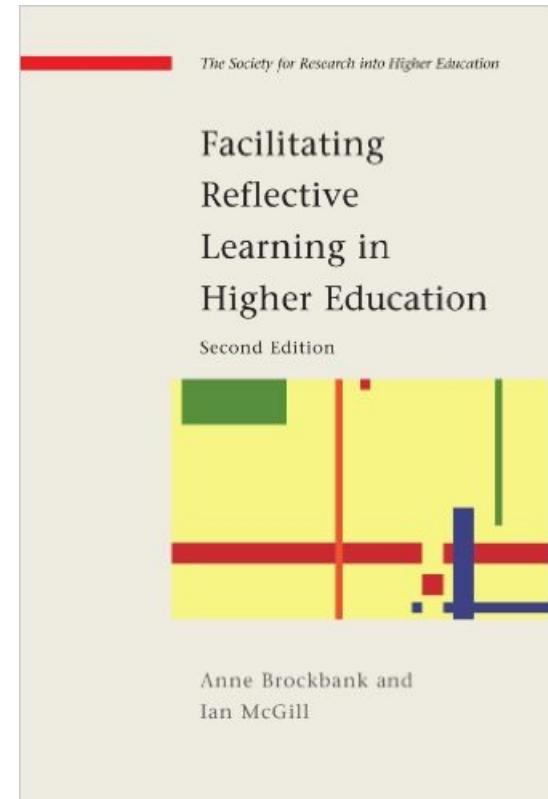
Four types of writing (Hatton & Smith, 1995)

- **Descriptive writing** – *Not* reflective. Description of events that occurred/report of literature. No attempt to provide reasons/justification
- **Descriptive reflection** – Not only a description of events but some attempt to provide reasons/justification for events or actions but in a reportive or descriptive way.
 - Recognition of *alternate* viewpoints in the research/literature reported
- **Dialogic reflection** – Demonstrates a “stepping back” from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events, using qualities of judgments and possible alternatives for explaining and hypothesizing
 - Analytical and/or integrative of factors. May recognize inconsistencies.
- **Critical reflection** – Demonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by multiple historical, and socio-political contexts



Five kinds of reflection

1. Narrative reflection?
Return to an event and describe what happened
2. Percipient reflection?
Think about the perceptions and reactions involved
3. Analytical reflection?
Think about the situation analytically
4. Evaluative reflection?
Evaluate the experience
5. Critical reflection?
Consider implications for the future



(Stevens in Brockbank & McGill, 2007, pp. 126-127)



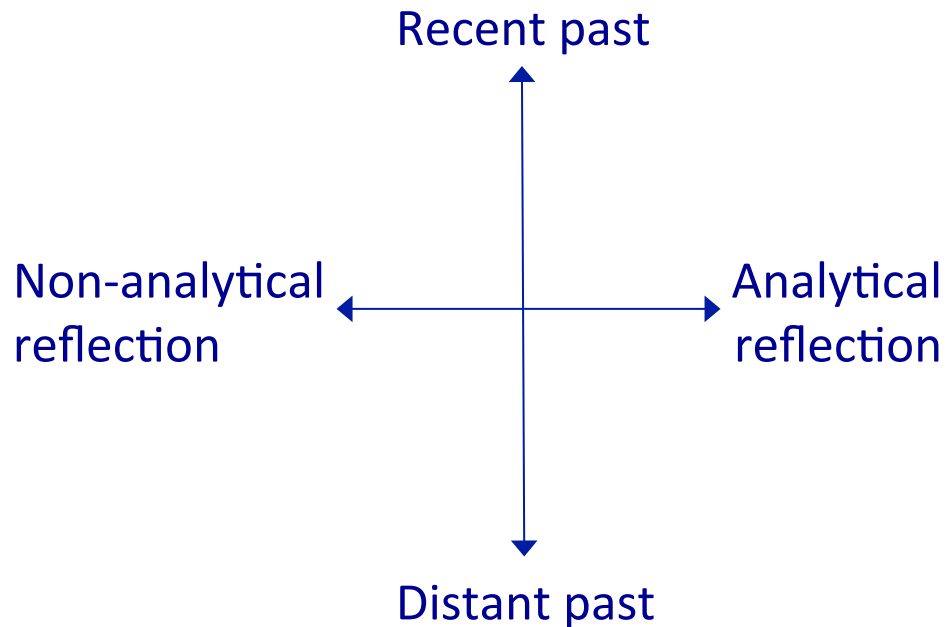
Kinds of reflection	Prompts	Demands	Criteria?
1 Narrative Reflection? <i>Return to an event and describe what happened</i>	<ul style="list-style-type: none">• What took place? When and where?• Who was involved?• What was done/said?• What background information is relevant?	<i>Recall observations</i> <i>Select and communicate</i> <i>Consider the overall context</i>	Make purposeful observations and communicate them effectively Identify relevant context(s)
2 Percipient Reflection? <i>Think about the perceptions and reactions involved</i>	<ul style="list-style-type: none">• What were your responses?• What were you thinking and feeling and why?• How did others respond?• Can you identify different viewpoints, needs or preferences?• How do these affect the situation?	<i>Be aware of your own perceptions and habits</i> <i>Be aware of others (their needs and characteristics)</i> <i>Be aware of the impact of feelings, preferences or prejudices</i> <i>Be aware of the interpretive nature of experience</i>	Demonstrate self awareness Appreciate the effect of feelings, preferences and prejudices on a situation Identify and respond to different viewpoints, needs and contributions Understand the interpretive nature of experience

(Stevens in Brockbank & McGill, 2007, pp. 126-127)



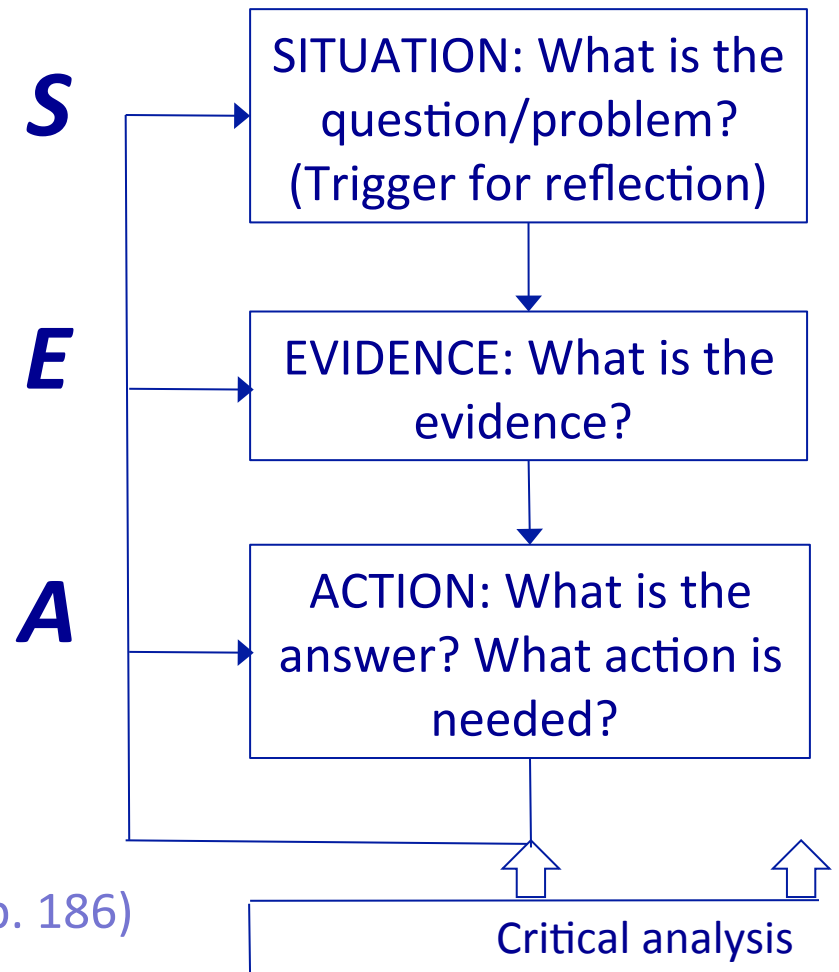
Models of reflection from LIS

Matrix of reflective activity



(Grant, 2007, p. 157)

SEA-Change model

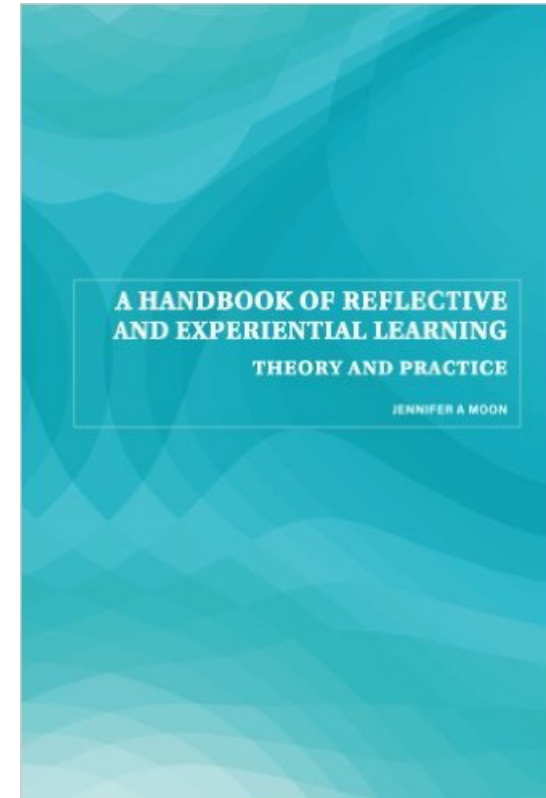


(Sen & Ford, 2009, p. 186)



Enhancing reflective and experiential learning

- Learning journals, diaries, logs, notebooks, etc.
- Portfolios
- Action learning sets
- Human inquiry groups
- Action research
- Personal development planning
- Peer and self-assessment
- Problem-based learning



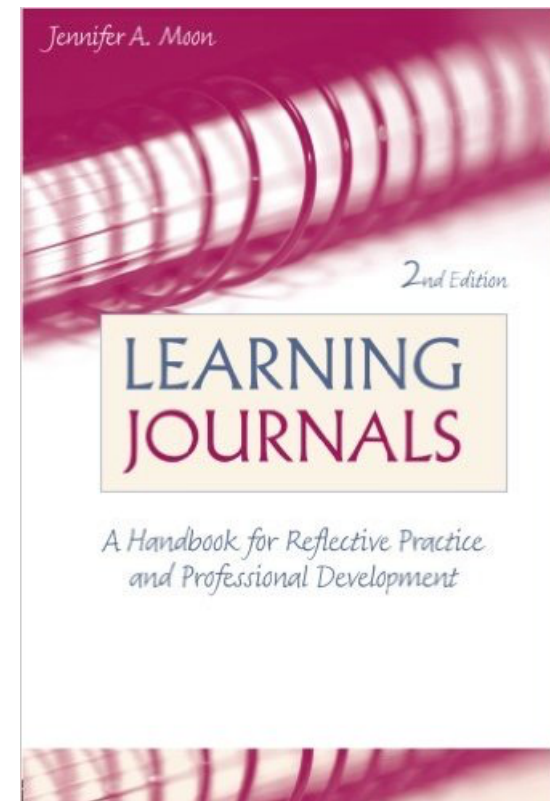
(Moon, 2004)



How we learn from learning journals

Journal-writing as a process that accentuates favorable conditions for learning

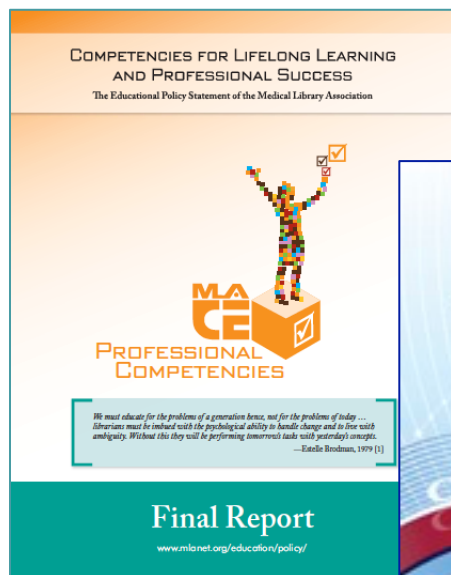
- slows the **pace** of learning
- can increase the sense of **ownership** of learning
- acknowledges the role of **emotion** in learning
- gives learners an experience of dealing with **ill-structured material** of learning
- encourages **metacognition** (learning about one's own process of learning)
- enhances learning through the process of **writing**



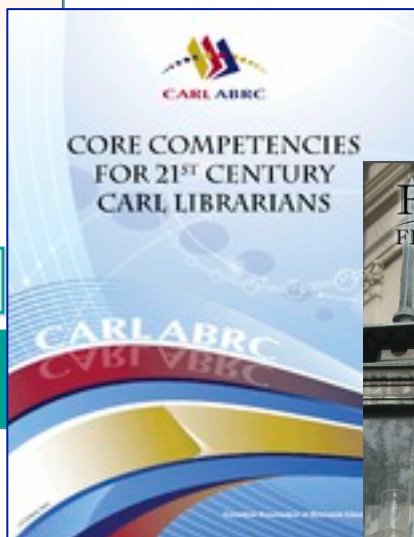
(Moon,
2006)



“Your core competencies
should set you apart”
(Moore, 2012, p. 18)



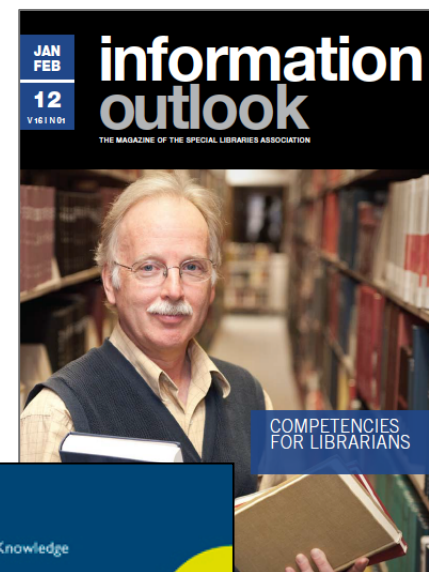
(MLA, 2007)



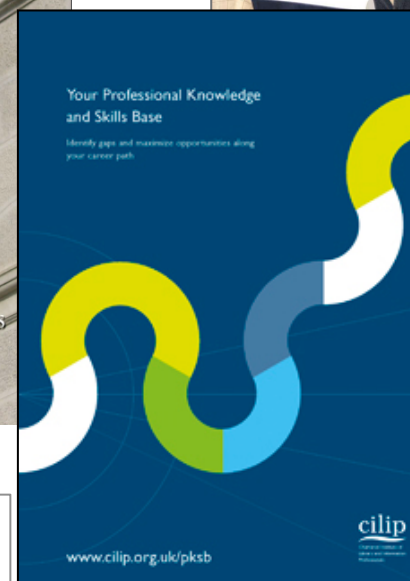
(CARL, 2010)



(FLICC, 2011)



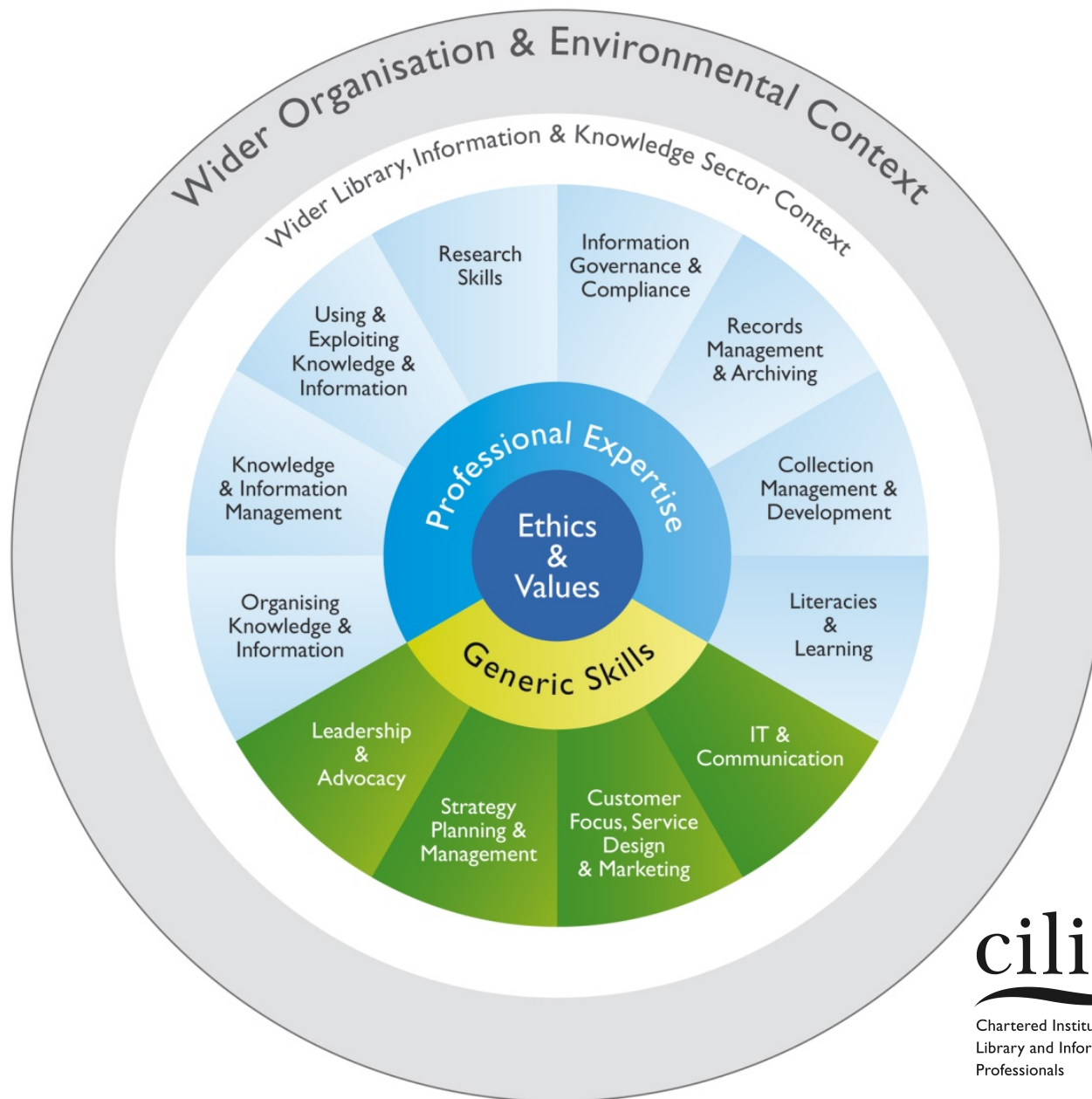
(SLA, 2012)



(CILIP, 2013)

ALA's Core Competences of Librarianship

Final version
Approved by the ALA Executive Board, October 25th 2008



Terminology and frameworks

Professional competencies

Core competencies

Foundational competencies

Functional competencies

Generic skills

Enabling competencies

Typically 6-8 categories broken down into 30+ elements

cilip

Chartered Institute of
Library and Information
Professionals

→ 12+ categories and c.100 elements

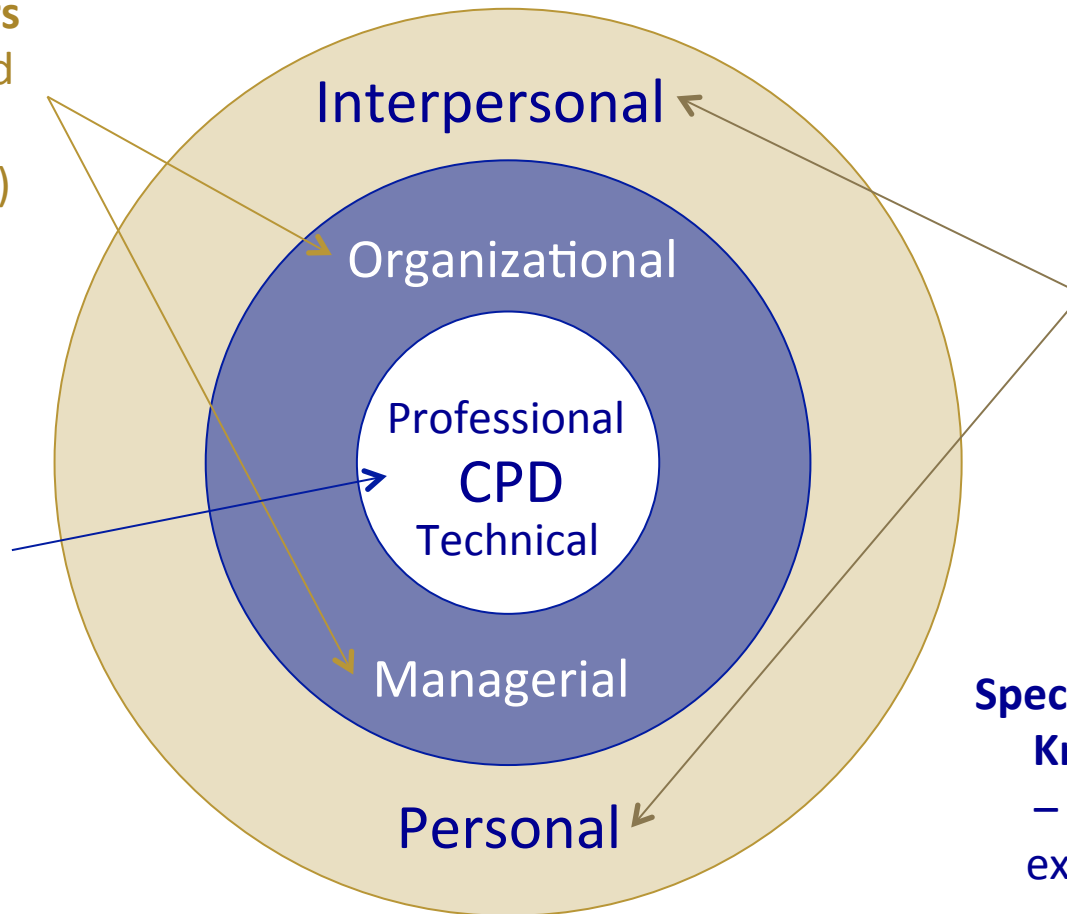


Framing librarianship competencies

Essential Enablers

(both generic and context-specific skills/knowledge)

Core Competence
(necessary, but not sufficient)



Survival Skills
(needed by all professionals)

Specialist Professional Knowledge Base
– will evolve and expand over time

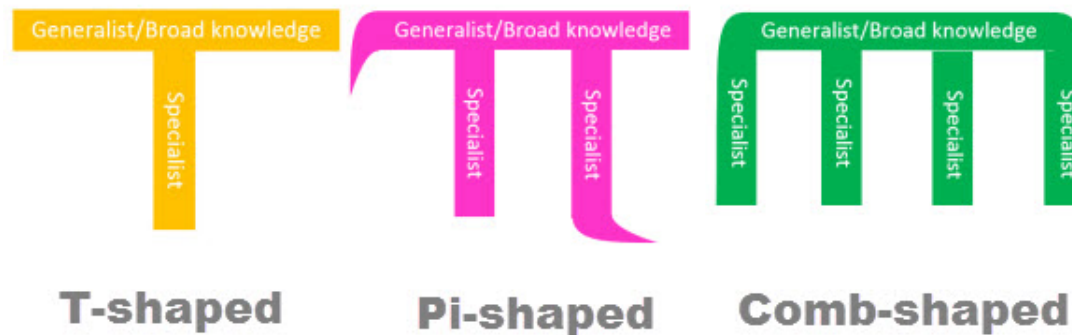
(Corrall, 2005, p. 35)

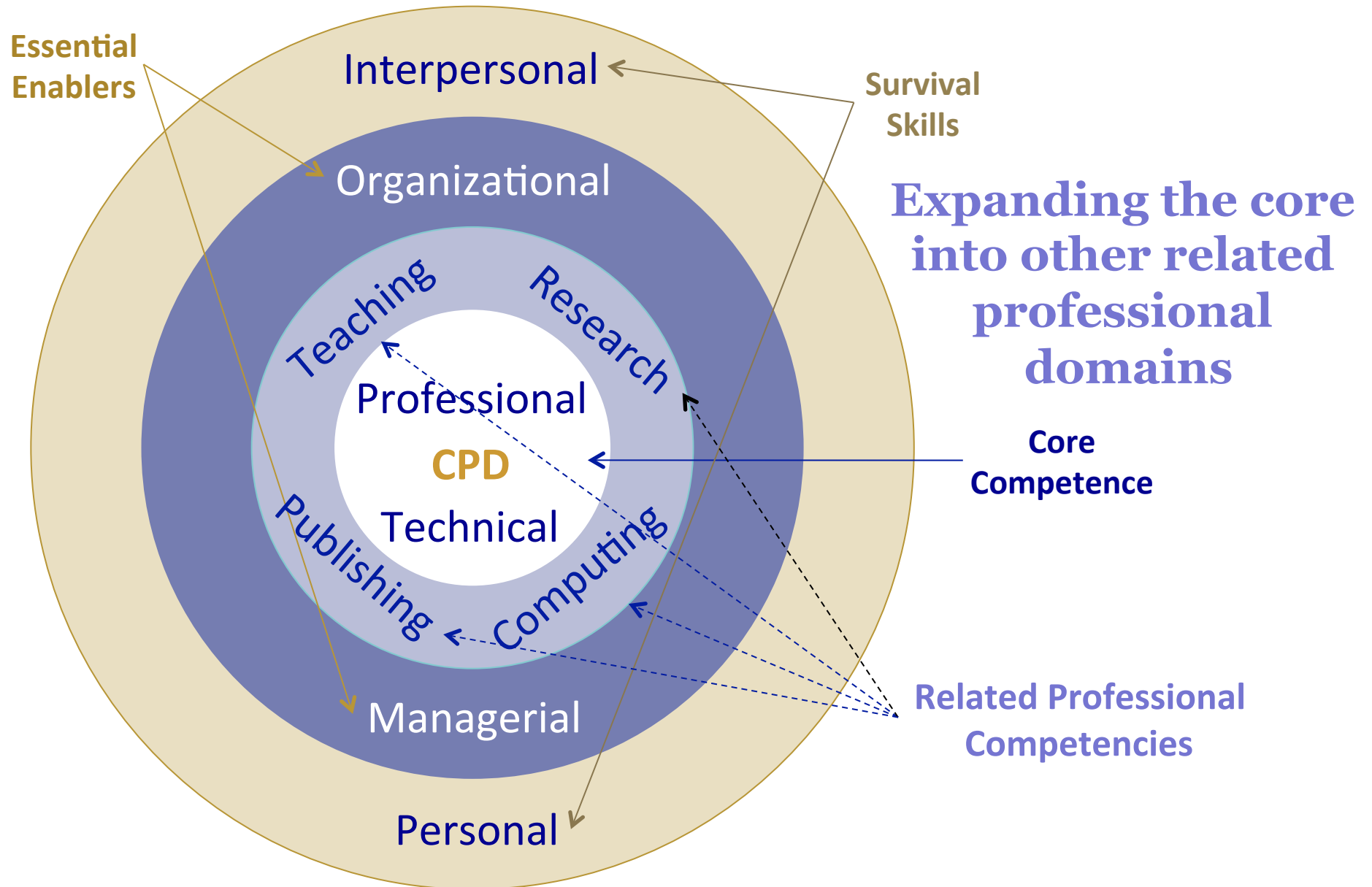


T-shaped, Pi-shaped, and Comb-shaped

“the knowledge economy requires all economic actors to develop a set of competences and dynamic capabilities to complete a ‘T-shaped knowledge’ configuration, which... includes both **vertical competences** (I-shaped competences) (i.e., technological, industrial specialization) and ‘**horizontal capabilities**’. The latter expression refers to boundary-crossing capacities..., or capabilities that allow or strongly support connections/links of various kinds.”

(Barile et al., 2015, pp. 1180-1181)







Introducing threshold competences

“A core concept is a conceptual ‘building block’ that progresses understanding of the subject...but it does not necessarily lead to a qualitatively different view of subject matter.”

“A threshold concept... represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.”

(Meyer & Land, 2003, pp. 1, 4)

A **core competence** is a defining attribute that forms the essential and unique foundation of a specific professional field.

A **threshold competence** is a transforming attribute that enables the effective application of a core competence in the field, and which is essential for the core competence to be used to full effect.

A threshold competence is not unique to the field, but combines with core competences to form unique and distinctive capabilities.



Elaborating the concept

Characteristics of threshold concepts and threshold competences

Meyer and Land (2003) identify five likely characteristics of a threshold concept as:

- a) Transformative
- b) Irreversible
- c) Integrative
- d) Bounded
- e) Troublesome

Candidates for threshold competences in academic libraries

Contemporary service models suggest three key areas where enhanced capabilities are important and urgent:

- Technological fluency
- Relationship building
- Reflective practice

Professional preparation and continuing education programs need to focus on key capabilities

Learning from the Past,
Building for the Future
Friday, May 6, 2016



Thank you for listening
Questions?
Concerns?
Challenges?

Sheila Corrall
Professor & Chair
LIS Program
scorrall@pitt.edu

