



# Advancing the Reflective Conversation in Teaching and Learning

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with acknowledgement to  
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# Workshop Outline

## Introduction

- Workshop leader and participant introductions – Objectives – Definition of key terms and overview of models/tools – Introduction to activities

## Group activity

- Reflective thinking and/or writing with pre-selected tools – Reflective conversations on using the tools – Capture findings

## Conclusion

- Plenary discussion to review group experiences – Next steps



# Advancing the Reflective Conversation in Teaching and Learning

## Introductions

Experiential Learning

Critical Reflection

Who are you? Where do you work?

What knowledge or experience do  
you have of reflective practice?

Action  
Research

Action Learning

What does reflection mean to you?

Transformational Learning

Reflexivity

# Intended Workshop Outcomes

Participants will have:

- fuller understanding of reflective practice and its relevance to teaching, learning and information literacy
- gained practice in reflective thinking, writing and dialogue
- raised awareness of techniques and tools supporting reflective practice in particular situations
- obtained ideas for using reflection to enhance the quality of academic, professional and personal learning in relation to information literacy practice

“Reflection takes time, quiet, and patience”

Louise DeSalvo (2014, p. 13)

## Why should we engage in Reflective Practice?

- Formal requirement for professional credentials (e.g., CILIP)
- Supports **evidence based library and information practice** (EBLIP) and **continuing professional development** (CPD)
- Associated with experiential learning and **teacher education** – facilitates writing a statement of **teaching philosophy**
- Prominent in contemporary models of **information literacy** (e.g., critical IL, metaliteracy, informed learning, ANCIL, ACRL)
- Promoted as core proficiency for **instruction librarians** (ACRL)
- Essential competence for designing and **conducting research**, and engaging in **scholarship of teaching and learning** (SoTL)

# Terms and Definitions

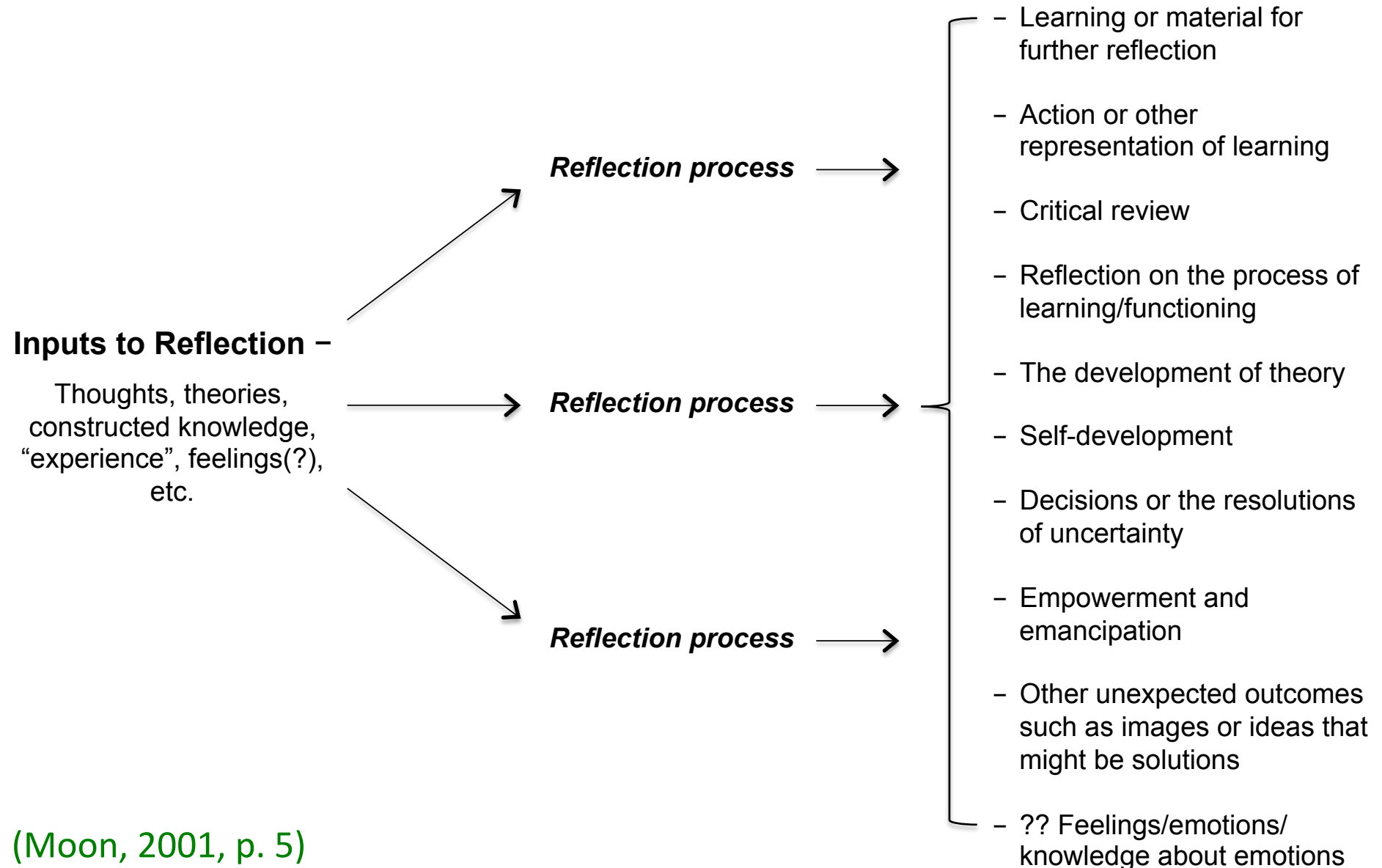
## A sample...

**Reflective practice** is “a dialogue of thinking and doing through which I become more skillful” (Schön, 1983, p. 31)

“**Reflective action** is bound up with persistent and careful consideration of practice in the light of knowledge and beliefs, showing attitudes of open-mindedness, responsibility, and whole-heartedness” (Hatton & Smith, 1995, p. 34)

“**Reflection** is a basic mental process with either a purpose, an outcome, or both, applied in situations in which material is unstructured or uncertain and where there is no obvious solution” (Moon, 1999, p. 10)

# An Input/Outcome Model of Reflection



(Moon, 2001, p. 5)

# Conceptions of Reflectivity

## *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, *Critical* reflection

Three levels derived from Habermas (Van Manen, 1977)

Reflection *in* action, Reflection *on* action, Reflection *for* action

*The reflective practitioner* (Schön, 1983; 1987)

*On becoming an innovative university teacher* (Cowan, 1998)

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



# Frameworks for Reflection

## 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)

## Four types of writing

1. Descriptive writing  
*Not reflective. No attempt to provide reasons/justification.*
2. Descriptive reflection  
*Some attempt to provide reasons, but in a reportive/descriptive way.*
3. Dialogic reflection  
*Demonstrates a “stepping back” from the events/actions, discourse with self and exploring experience*
4. Critical reflection  
*Demonstrates awareness that events/actions are located in and influenced by multiple perspectives historical and socio-political contexts*

(Hatton & Smith, 1995)

# Application to Professional Work

## Healthcare – *Taylor model of reflection*

### **R E F L E C T**

- **R**eadiness,
- **E**xercising thought,
- **F**ollowing systematic processes,
- **L**eaving oneself open to answers,
- **E**nfolding insights,
- **C**hanging awareness and
- **T**enacity in maintaining reflection.

(Taylor, 2010, p. 62)

# Levels of Reflectivity

## *Taylor model of reflection*

Habermas's epistemological theory of cognitive interests identifies **three ways of knowing** that vary in **focus** and **purpose**, represented by **three types of reflection** (Taylor, 2010)

**Technical reflection** – related to empirical knowledge and evidence-based practice, with a procedural focus and instrumental purpose;

**Practical reflection** – related to interpretive knowledge and experiential learning, with an interpersonal focus and communicative purpose;

**Emancipatory reflection** – related to critical knowledge and power relationships, with a political focus and transformative purpose.

## Handbook for information literacy teaching

*Defining information literacy*

*Advocating IL to staff and students*

*Foundations of learning*

*Library induction*

*Lesson planning*

*Preparing lesson resources*

*Lesson delivery*

**Evaluating your teaching ▾**

*RLUK Benchmarking*

*Feedback from students*

*Questionnaires*

*Classroom Critical Incidence  
Questionnaire*

*Other ways to get student feedback*

*Feedback from tutors*

**Peer-assisted reflection >**

## Peer-assisted reflection

A valuable and mutually-beneficial way to reflect on our teaching is to participate in a form of peer-assisted reflection. This enables us to reflect on our teaching or learning support with the assistance of a colleague. It's not a judgemental process and is designed to stimulate improvements in teaching for both the teacher and the peer partner. All staff in ULS involved in teaching are strongly encouraged to participate.

Benefits include:

- Gaining ideas for alternative teaching methods and styles
- Building confidence by confirming your strengths and helping you to improve in those areas in which your teaching is less developed
- Assisting you in thinking critically about your teaching as you will need to discuss your approaches in depth and detail with your colleague
- Enabling you to reflect more deeply on your teaching through conversation with another colleague who has a different perspective

Each year, College leads will give members of their team the opportunity to make contact with another colleague within their College team to work in a peer-assisted reflection partnership. This is an informal process and colleagues may choose their preferred approach and identify their own partnership:

Suggestions include:

- Acting as mutual critical friends during the process of developing and delivering a teaching session(s)
- Working together to team teach a session and reflect on it afterwards
- Observing each other's training sessions and conducting a reflective conversation afterwards
- Working as 'buddies' throughout the year enabling each other to develop and try out new ideas and reflect on their success

In all cases, the teacher who will be reflecting on their own teaching, and the peer partner's role is to stimulate and support that reflection. [Guidance to support the process is available \[Cardiff University login required\]](#).

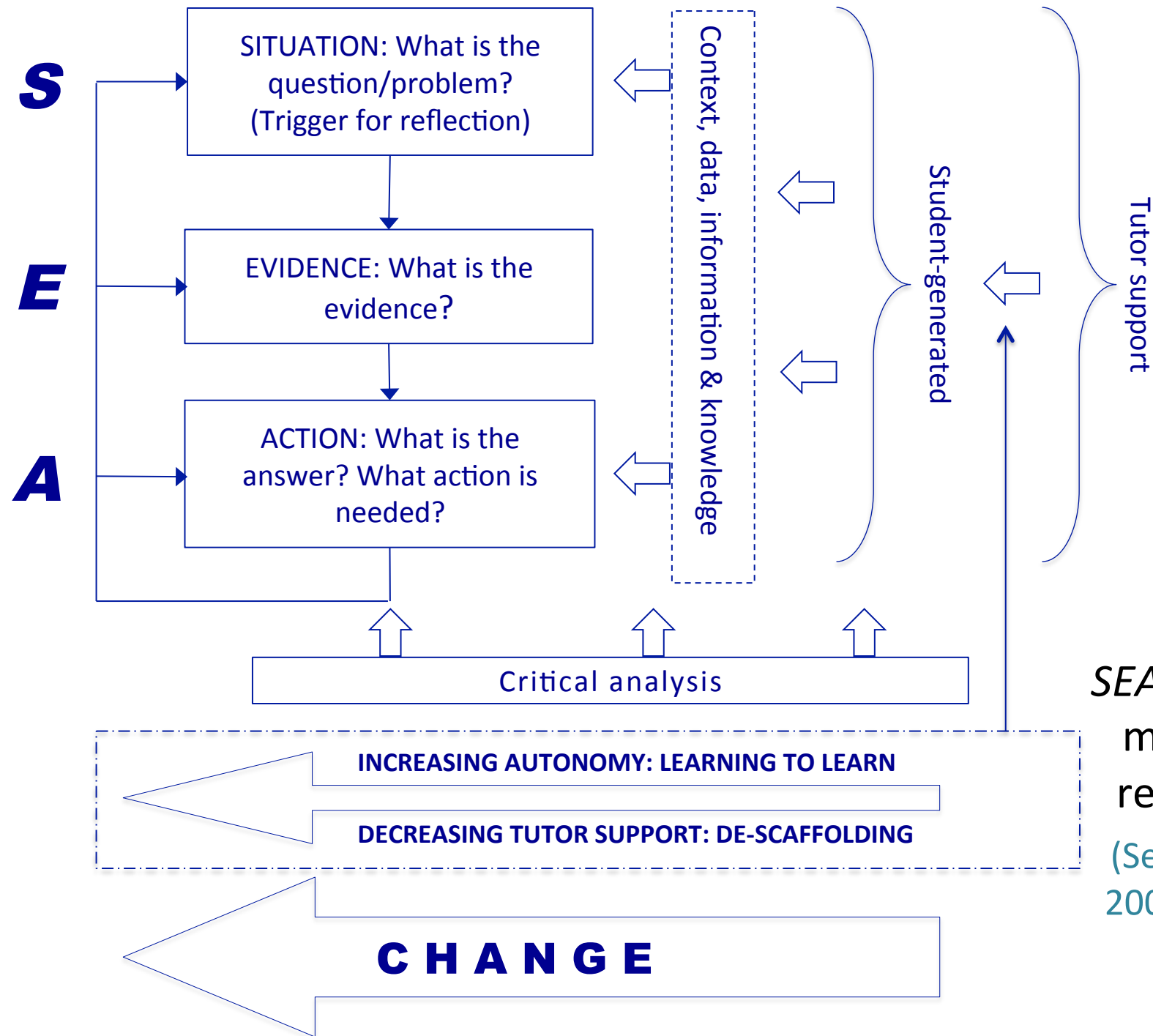
The biannual Digital and Information Literacy Fora, which were introduced in 2015-16, and the quarterly journal clubs also offer ways to reflect on your teaching with others.

# Reflection and 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, 2016)



*SEA-Change*  
model of  
reflection  
(Sen & Ford,  
2009, p. 186)

# Reflection and the Teaching Librarian

“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)

# How can we facilitate our reflective practice?

## Tactics, Tools and Techniques

- Reflective/learning journals and research(er) diaries/logs
- Professional portfolios
- Action learning sets
- Learning partners and critical friends
- Support groups
- Peer and cohort reflections
- Online discussion forums
- Storytelling
- Question prompts
- Sentence completion
- Critical incident questionnaires
- Reflective interviews
- Peer observation (of teaching)
- Action research
- Case study analysis
- Post-lesson self-reflective tips
- Visually aided feedback (e.g., video recording of classes)

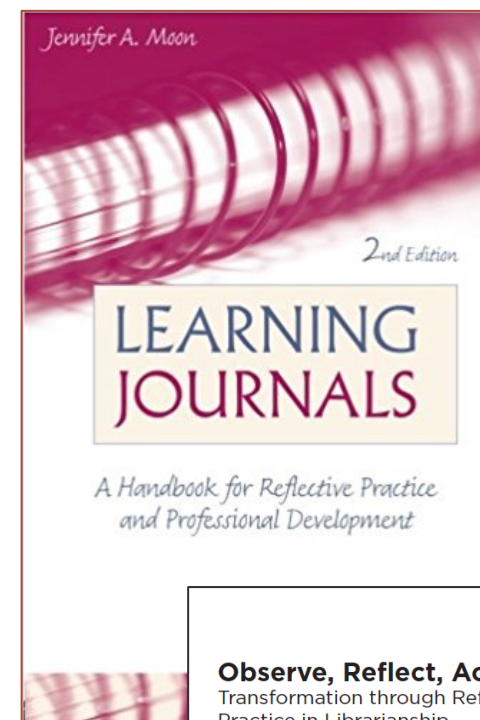
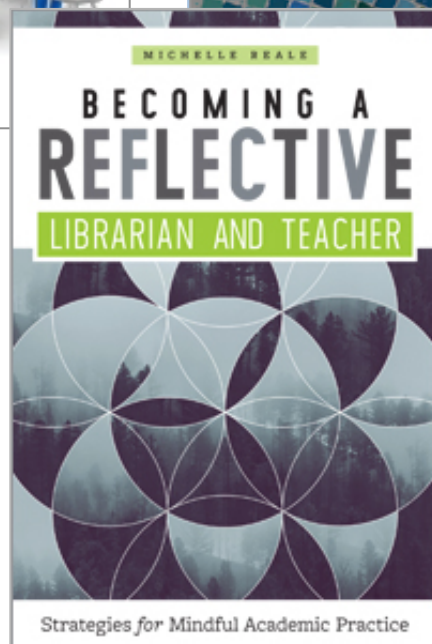
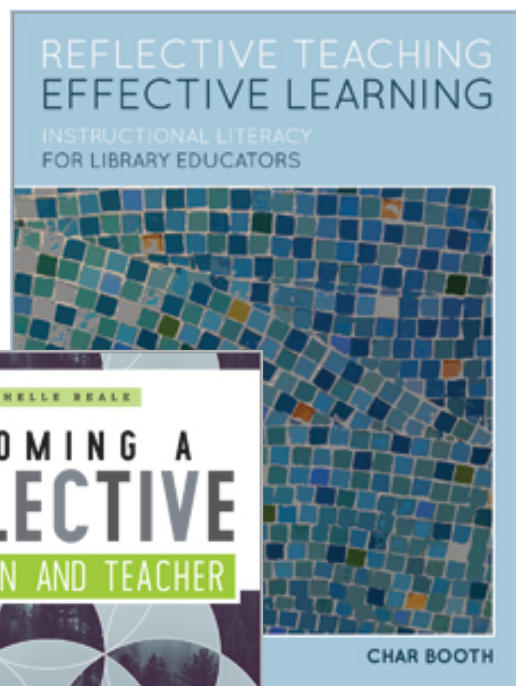
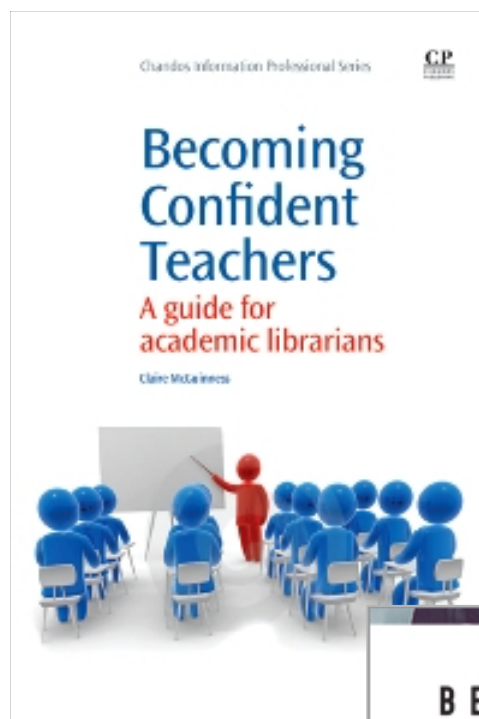
Which method(s) should you use?



# Activities and Handouts

- Rolfe's framework for reflective practice (2011)
  - a question prompt tool
- The “*What?*” “*So What?*” “*Now What?*” reflective cycle
  - a sentence completion tool (Driscoll, 1994)
- The Reflective Writing Wheel
  - a template for reflective log entries
- Gibbs's reflective cycle (1988, adapted)
  - an adaptation of the classic experiential learning model
- Stages, Levels, and Types of Reflective Practice
  - a framework for navigating the landscape of reflectivity and understanding the key terms and concepts

# Further Reading



## Observe, Reflect, Action! Transformation through Reflective Practice in Librarianship

Silvia Vong\*

### Introduction

The idea of reflection on one's experiences and environment is not a novel one. Plato's "Allegory of the Cave" discusses the importance of truth through reflection. The allegory begins with a description of prisoners who are confined and shackled in a cave and can only see shadows. They are only able to construct their understanding of the world through shadows and assumptions. When or if they leave the cave, they will struggle to see objects and themselves but eventually, over time, adjust to the natural light. Socrates explains that "last of all he will be able to see the sun, and not mere reflections of him in the water, but he will see him in his own proper place, and not in another; he will contemplate him as he is." While this allegory illustrates the need for reflection to reach truth, John Dewey posits that the act of reflection is challenging and requires effort. He writes that "if the suggestion that occurs is at once accepted, we have uncritical thinking, the minimum of reflection. To turn the thing over in mind, to reflect, means to hunt for additional evidence, for new data, that will develop the suggestion, and will either, as we say, bear it out or else make obvious its absurdity and irrelevance." In librarianship, performance reviews or assessments may appear to be a form of reflection, however, these occur on an annual basis and the depth of reflection may be more of a description, rather than a critical review of one's own thoughts and actions.

Reflective thinking requires "acquiring attitude of suspended conclusion, and in mastering the various methods of searching for new materials to corroborate or to refute the first suggestions that occur." It is important to note that there is a difference between a reflection and a critical reflection since these terms are used interchangeably but in fact, mean two different things. Brookfield writes that:

Reflection becomes critical when it has two distinctive purposes. The first is to understand how considerations of power undergird, frame, and distort educational processes and interactions. The second is to question assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interest.<sup>4</sup>

Furthermore, this paper focuses on reflection-on-action<sup>5</sup> rather than reflection-in-action. Schon differentiates between both types of reflection, explaining that reflection-on-action as reflective practice post-incident or experience whereas reflection-in-action is the act of reflection during an incident or experience. This paper explores various frameworks in education and nursing literature to present methods of reflection that go beyond summarizing one's experiences. Furthermore, this paper provides a few methods of assessing the depth of the reflection to ensure quality and action from reflections.

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Reflective practice is an attitude  
of constructive self-awareness  
during the teaching process"  
(Booth, 2010, p. 42)