Advancing the Reflective Conversation in Information Literacy

Professor Sheila Corrall, University of Pittsburgh, USA
Dr. Alison Pickard, Northumbria University, UK

Workshop Outline

Introduction (10 minutes)

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

Group activity (40 minutes)

- Reflective thinking and writing using pre-selected tools – Reflective conversations on using tools – Capture findings

Conclusion (10 minutes)

- Presentation of posters with Q&A – Plenary discussion – Summary and wrap-up

Advancing the Reflective Conversation in Information Literacy

LIBRARIANS'
INFORMATION
LITERACY
ANNUAL CONFERENCE

Introductions

Who are you? Where do you work?
What triggered your interest?

northumbria
UNIVERSITY NEWCASTLE

University of Pittsburgh

Intended Workshop Outcomes

Participants will have:

➢ fuller understanding of reflective practice and its relevance to information literacy

➢ gained practice in reflective thinking, writing, and dialogue

➢ raised awareness of tools supporting reflective practice in particular situations

➢ continuing access to bespoke documentation on reflection, including early sight of project findings

"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 teacher education and experiential learning

- 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 (e.g., action research, case study, developmental evaluation)
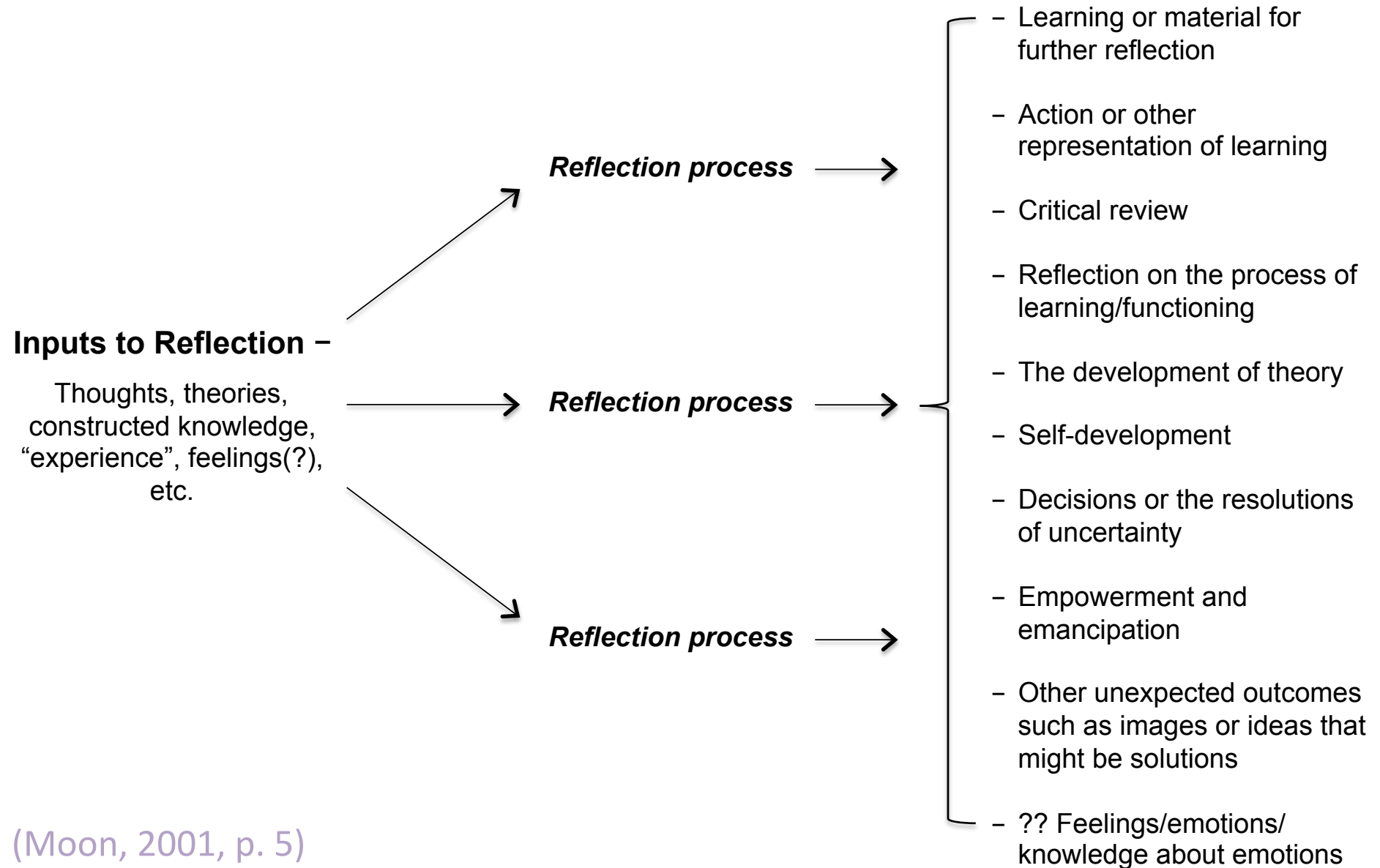
Terms and Definitions
A sample…

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

Possible outcomes from reflection

Inputs to Reflection −

Thoughts, theories, constructed knowledge, "experience", feelings(?), etc.

Reflection process →

Reflection process →

Reflection process →

- Learning or material for further reflection

- Action or other representation of learning

- Critical review

- Reflection on the process of learning/functioning

- The development of theory

- Self-development

- Decisions or the resolutions of uncertainty

- Empowerment and emancipation

- Other unexpected outcomes such as images or ideas that might be solutions

- ?? Feelings/emotions/ knowledge about emotions

(Moon, 2001, p. 5)

Information Literacy Resource Bank
Handbook for information literacy teaching

Home   Resource hub ▾   Handbook for information literacy teaching ▾   Information literacy framework ▾   News

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.

How can we facilitate our reflective practice?
Tactics, Tools and Techniques

- Reflective/learning journals and research(er) diaries
- Professional portfolios
- 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)
- 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

➢ Stages, Levels, and Types of Reflective Practice
  – a framework for navigating the landscape of reflectivity
  and understanding the key terms and concepts

References

DeSalvo, L. (2014). *The art of slow writing.* New York: St Martin's.

Driscoll, J. (1994). Reflective practice for practise. *Senior Nurse, 13*(7), 47-50.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education, 11*(1), 33-49.

Moon, J. (1999). *Reflection in learning and professional development: Theory and practice.* Sterling, VA: Kogan Page

Moon, J. (2001). *Reflection in higher education learning.* [PDP Working Paper 4]. York: Higher Education Academy, LTSN Generic Centre.

Rolfe, G. (2011). Framework for reflective practice. Retrieved from http://garyrolfe.net/documents/Rolfereflection1.pdf

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Activities

Please capture your group reactions
to the tools on flipchart paper for
sharing with the larger group

Thank You for Your Participation

If you would like access to our
workshop tools and other materials,
please give us your email address