Welcome to Room A!
We will officially start at 9am!
Before we get started, please head to www.menti.com and enter the code 66 27 26 to answer two questions.
Mentimeter results

See what participants shared at the link above!
Reflective Practice for Library Workers

Jenny Dale | UNC Greensboro
NCLA Un-Cancelled
Slides link: go.uncg.edu/rpnclaslides
Background on reflective practice: The What
From *How we think: A restatement of the relation of reflective thinking to the educative process* (1933):

○ “Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the future conclusions to which it tends constitutes reflective thought” (p. 9, emphasis Dewey’s).

- Reflective thinking “aims at a conclusion” and “impels to inquiry” (pp. 5-8).
Donald Schön on reflection

- “Through reflection, [the practitioner] can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience” (Schön, 1983, p. 61).
“Reflection-in-action” → “Much reflection-in-action hinges on the experience of surprise. When intuitive, spontaneous performance yields nothing more than the results expected for it, then we tend not to think about it. But when intuitive performance leads to surprises, pleasing and promising or unwanted, we may respond by reflecting-in-action” (Schön, 1983, p. 56).

“Reflection-on-action” → reflection after the fact in order to influence future action
Reflective practice in libraries: The Why
What are the benefits?

- In a column for *American Libraries*, Meredith Farkas points to scholarship indicating that reflective practice can help us be more culturally competent and foster inclusive environments.
- Research in other professions, including teaching, nursing, social work, law, and more indicate that reflective practice can have a positive impact on practitioners and their work.
Surveyed library and information staff across the UK
Respondents indicated that benefits of reflective practice include: “learning from significant incidents,” “continuing professional development,” identification of skill/knowledge gaps, and identification of strengths and weaknesses (p. 142).
Barriers to reflective practice included lack of time, lack of motivation, and lack of guidance/training (p. 144).
Miller (2020)

- Replicated Greenall and Sen’s 2014 study with health science librarians in the US
- **Top 5 benefits:** “learning from significant incidents,” identifying strengths/weaknesses, identifying skill/knowledge gaps, “achieving perspective,” and “improving planning of future actions” (p. 22).
- **Top 5 barriers:** lack of time, training, guidance, knowledge, and organizational support (pp. 22-23).
Why are LIS practitioners using RP?

- To reflect on and improve instruction and training (Booth, 2011; Corrall, 2017; Milewski & Williamson, 2017)
- To self-assess cultural competence (Foster, 2018)
- To assess library programming (Connell, 2016)
- To assess a professional development program (Delaney et al., 2020)
- For strategic planning (Wales, 2018)
- To guide peer mentoring (Goosney, et al., 2014)
- To develop online learning tools (Paulson & Laverty, 2018)
- And more!
Reflective cycles, practices, and lenses: The How
Gibbs’ reflective cycle

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action plan


Gibb’s reflective cycle, from the University of Edinburgh’s Reflection Toolkit
In the past, I’ve periodically run a series at work called “Teaching Tuesdays,” which has involved bringing liaison librarians together to talk about a specific reading related to a teaching topic. This year, I was interested in doing a themed series of Teaching Tuesdays discussions about antiracist pedagogy. We had our first meeting this week.
I felt excited that a number of my colleagues were interested and signed up to participate in the session. Before the session, I was nervous about how the discussion would flow in an online environment. During the session, I felt like the structure I created was awkward and not very engaging for participants. People want to attend more sessions, so I’m happy about the interest, but nervous about effectively facilitating.
Gibbs’ reflective cycle: Evaluation

- The conversation went well overall, and participants had a lot of important insights to share. The discussion didn’t flow the way I imagined it, so that part didn’t go as well as I hoped. Participants contributed a lot of insight organically while some of my prepared questions didn’t actually inspire as much conversation as I would have liked.
I think the discussion went well overall because the people who self-selected into this group are interested in the topic at hand. I think the discussion didn’t go as well as I would have liked because my questions interrupted to open flow of conversation, and the article I selected may have been more appropriate for individual reflection rather than group discussion. Knowing how my colleagues thought the discussion went would help me better understand how others perceived the experience.
Gibbs’ reflective cycle: Conclusion

- I learned that, when choosing a very dense article for a group reading and discussion, a more open discussion format might be better. I think this could have been more positive if I had involved the participants more directly in the planning for the discussion. I should consider assessing sessions like this, even when they are fairly small and informal.
Gibbs’ reflective cycle: Action plan

- For the next Teaching Tuesday, I will work to make the participants more actively involved in the process. I’ll ask them to help me select a relevant and interesting reading, and I’ll ask them to contribute discussion questions or ideas using an open format like a Google doc. I’ll also consider how I can assess a session like this in a low-key way to find out if my perception matches the perceptions of other participants.
A simplified cycle

- What?
- So what?
- Now what?

From Borton, 1970, Reach, Touch, and Teach: Student Concerns and Process Education. There have been several iterations of this reflective model.

What? So what? Now What? from the University of Edinburgh’s Reflection Toolkit
Your turn!

- **What?** Consider questions like: What is the context? What was the situation? What was my role?
- **So what?** Consider questions like: So what did this teach me? So what can I do to understand the situation better? So what was going through my mind?
- **Now what?** Consider questions like: Now what could I do better/differently? Now what do I need in order to put that plan into action?

(adapted from [University of Edinburgh](https://www.ed.ac.uk))
Brookfield’s critically reflective practice

- “Critically reflective practice is a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work” (1998, p. 197).
- Brookfield’s focus is on teachers but can be applied more widely.
Brookfield’s Four Lenses

- **Lens 1:** Our autobiography as a learner of practice (pp. 198-199)
- **Lens 2:** Our learners’ eyes (pp. 199-200)
  - Can also be your colleagues’ eyes - this is all about accepting feedback
  - Brookfield recommends a technique he calls a Critical Incident Questionnaire
- **Lens 3:** Our colleagues’ experiences (p. 200)
- **Lens 4:** Theoretical literature (pp. 200-201)
  - “Theory can help us ‘name’ our practice by illuminating the general elements of what we think are idiosyncratic experiences” (p. 200).
Larrivee’s essential practices

1. Making time for solitary reflection (ideally this should be a daily practice; daily reflective journaling is recommended)
2. Becoming a perpetual problem-solver (“While they learn from the past, they thrive in the present”)
3. Questioning the status quo (examine assumptions and conventional wisdom)

(Larrivee, 2000, pp. 296-298)
Let’s reflect!
### TABLE 3.1 Different questions, different conversations

<table>
<thead>
<tr>
<th>DEFICIT-BASED QUESTIONS</th>
<th>STRENGTHS-BASED QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What’s the problem?</td>
<td>1. What was a success?</td>
</tr>
<tr>
<td>Response:</td>
<td>Response:</td>
</tr>
<tr>
<td>2. What were the causes of the problem?</td>
<td>2. What contributed to the success?</td>
</tr>
<tr>
<td>Response:</td>
<td>Response:</td>
</tr>
<tr>
<td>3. What needs to stop in order to ‘fix’ the problem?</td>
<td>3. What do you need to keep doing to create further success?</td>
</tr>
<tr>
<td>Response:</td>
<td>Response:</td>
</tr>
<tr>
<td>4. What is one behaviour you will need to get rid of, and how far can you do it?</td>
<td>4. What is one behaviour you need to amplify, and how will you do this?</td>
</tr>
<tr>
<td>Response:</td>
<td>Response:</td>
</tr>
</tbody>
</table>
A strengths-based reflection

Let’s start with some questions:

- What was your best day at work in the past year? What were you doing? Why was it the best? Can you imagine something similar happening again?
- What’s the best recognition you’ve ever had at work? Who recognized you, and for what? Why was it so meaningful?

(Adapted from Ghaye, 2011, p. 67)
A strengths-based reflection

Now, let’s respond to the following prompts/questions (also adapted from Ghaye, 2011, pp. 69-70):

- A major strength of mine is…
- When I get to use this strength at work I feel…
- What needs to change to enable you to use that strength more often in the workplace?
Let’s plan!

go.uncg.edu/rpncla


Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process (pp. x, 301 pages ;). D.C. Heath and Company,

References, continued


See more at http://go.uncg.edu/ulvlcrp
Thanks!

Any questions?

Please feel free to contact me at jedale2@uncg.edu

Slide deck adapted from a SlidesGo template.