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Deep Thoughts: Incorporating a Self-Reflection Prompt for Improved Instructional Practice

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Deep Thoughts: Incorporating a Self-Reflection Prompt for Improved Instructional Practice

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Liz Thompson, Instruction & Educational Resources Coordinator

Alyssa Valcourt, Science & Math Librarian

James Madison University Libraries

Goals

- Create a self-reflection prompt to routinely evaluate instructional practice
- Develop a strategy for using the insights gained through self-reflection to methodically inform future instruction
- Describe successful applications of self-reflection prompts to illustrate how intentional reflective practice improves information literacy instruction through individual assessment

Reflective Practice Definition

"Reflection is deliberate and intentional. It is a process that we consciously undertake, in the professional sense, in order to take stock of our practice by interpreting, analyzing, and questioning the way we work. It is the first step in the process of looking at ourselves critically, questioning all of the assumptions that we have been operating on, and refashioning, reformulating, and reinventing the way we do things" (Reale, 2017, p. 2).

Reflective Practice Characteristics

Needs to be:

- Deliberate
- Intentional
- Honest
- Prioritized
- Continuous

Is intended to:

- Take stock of our work
- Interpret our actions
- Analyze our intentions
- Challenge our assumptions
- Modify our behaviors

(Larrivee, 1999; Reale, 2017)

Research & Education Services @JMU

- Liaisons to academic departments and coordinators
- Peer learning to improve instruction practices
- Intentional Teaching workshops
- Critical Reflection to Improve and Grow as Librarians Who Teach (ACRL webinar, Accardi & Reale, 2017)
- 2017-2018 departmental exploration



What Is Your
Context?

Poll

www.menti.com

Insert 6 digit code

Formats for Self-Reflection

Print

- Journal or notebook
- Notes with instructional materials
- Paper form

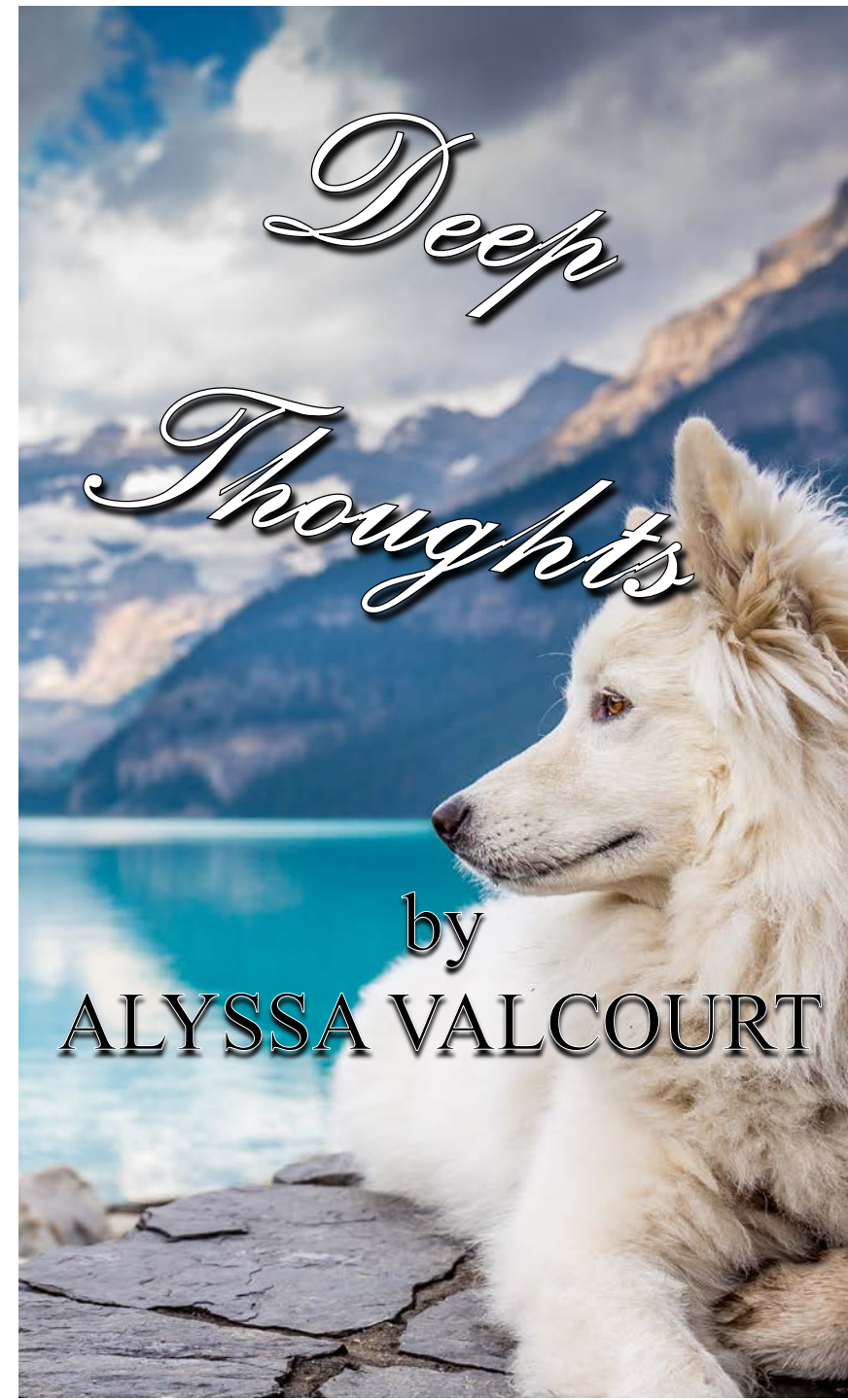
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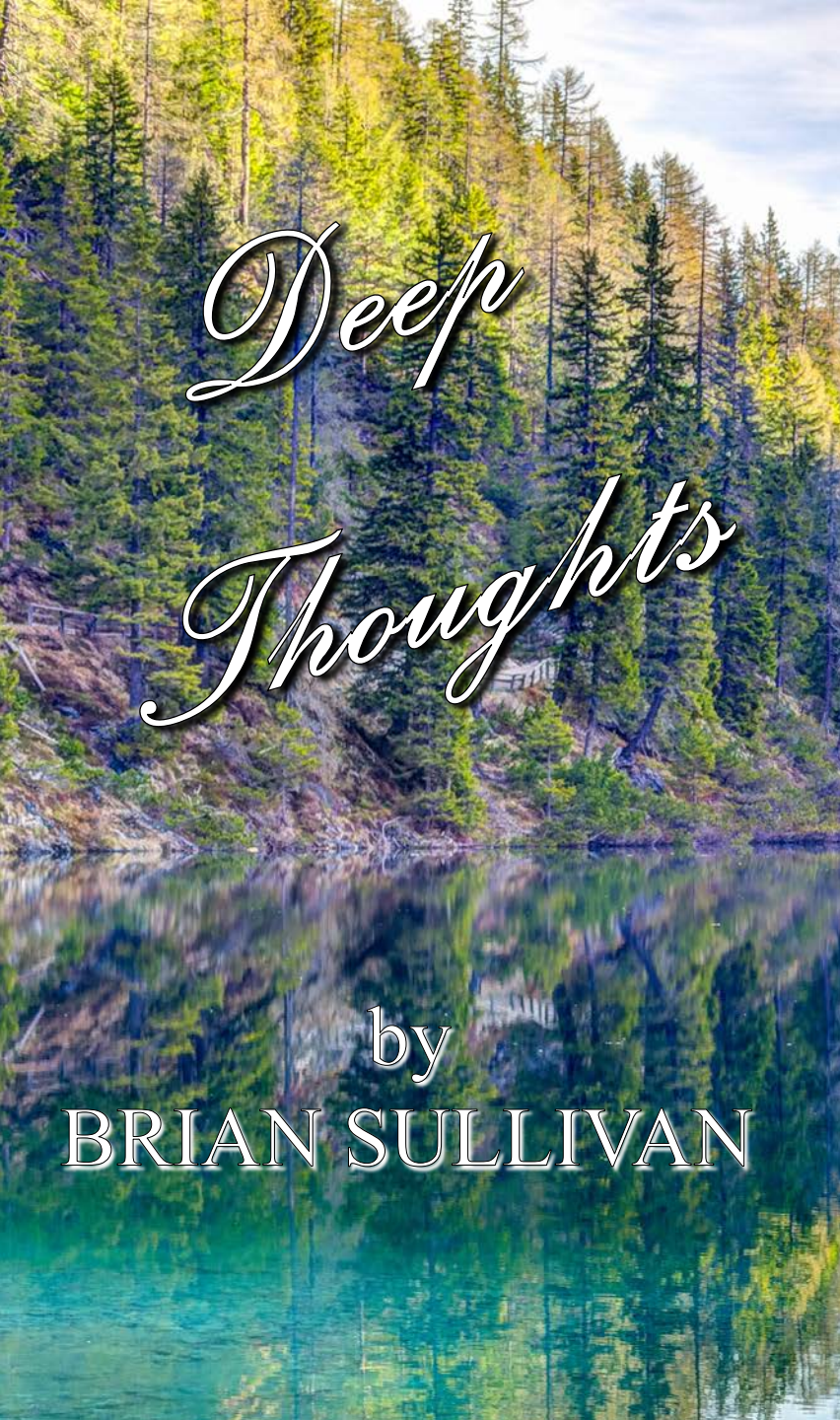
- Online journal or document
- Notes with instructional materials
- Online survey (Google Form)



Alyssa's Prompts

- General notes on session
- What went well?
- What could be better next time?
- How did their feedback about the lesson correspond with my feelings about the class?





Deep Thoughts

by

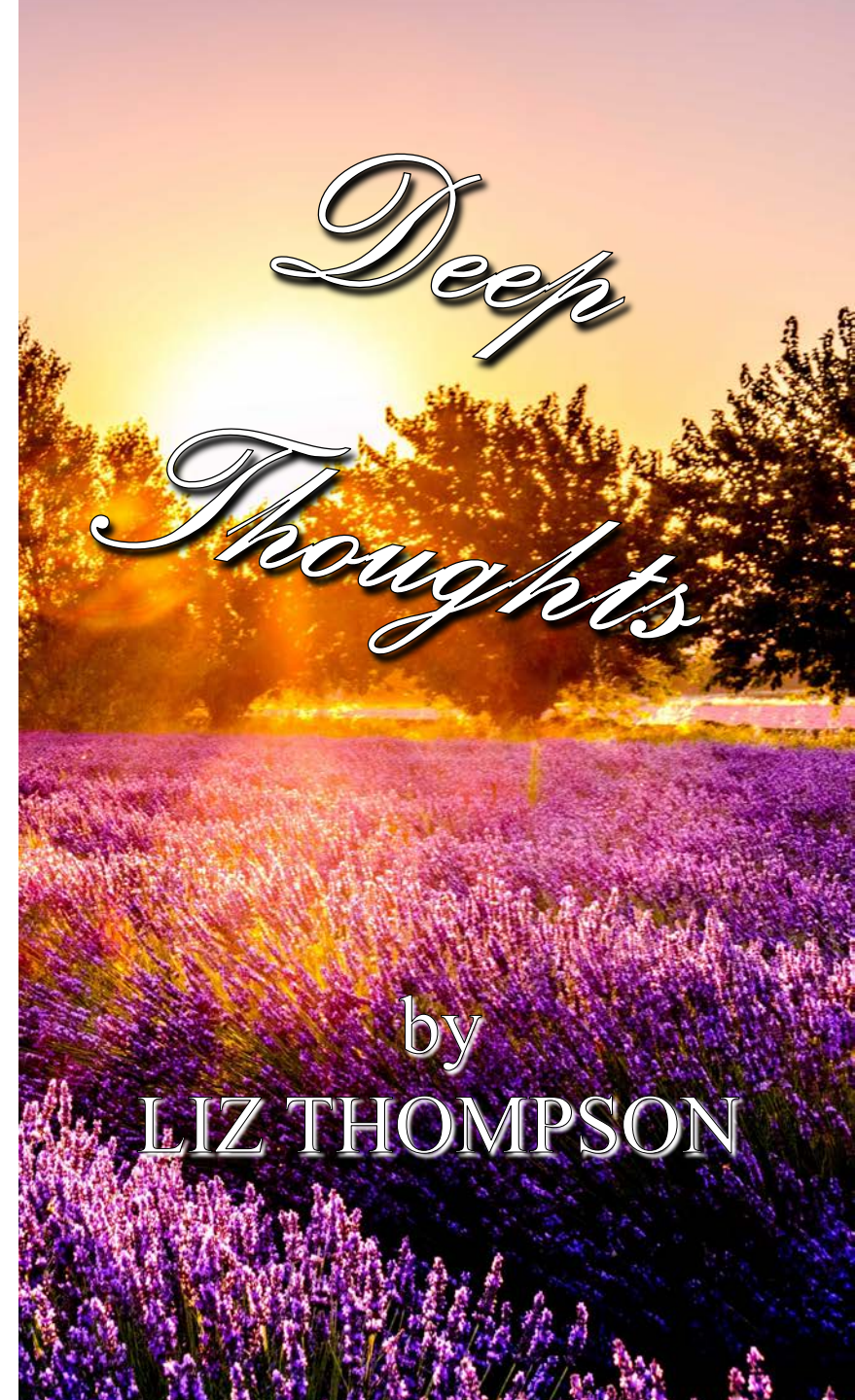
BRIAN SULLIVAN

Brian's Prompts

- General notes on session
- What best practices did I use?
- What did I like about this session?
- What would I do differently?

Liz's Prompts

- General notes on session
- What went well
- What didn't go so well
- What do I want to do differently
- Next steps





*Deep
Thoughts*

by
MALIA WILLEY

Malia's Prompts

- General notes on session
- What went well?
- What went differently?
- How did I further diversity, equity, and inclusion?
- Did I model the ethic of care or interdependence?

Create Your Self-Reflection Prompt

What topics or techniques of your instruction would benefit from reflective practice?

- Self-preparation
- Classroom management
- Content organization
- Content delivery
- Participant engagement
- Topic expertise



Closing the Loop

- Triangulation: Student, faculty, self
- Yelp effect
- Planning for the future

Share one
take-away

Workshop Reflection

Questions & Discussion

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Brian Sullivan: sulli2ba@jmu.edu

Liz Thompson: thomp3ea@jmu.edu

Alyssa Valcourt: valcouah@jmu.edu

Works Cited

Accardi, M., & Reale, M. (2017, June 2). *Critical reflection to improve and grow as librarians who teach*. Presented online for the ACRL Instruction Section.

Larrivee, B. (1999). *Authentic classroom management: Creating a community of learners*. Boston: Allyn & Bacon.

Reale, M. (2017). *Becoming a reflective librarian and teacher: Strategies for mindful academic practice*. Chicago: ALA Editions.

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