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Thinking About It: Incorporating Reflection in Information Literacy Instruction

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Presentation Outline

1. Learning Objectives

2. Pedagogical Concepts

3. Information Literacy Course

4. One-Shot Sessions

Learning Objectives

Participants Will Be Able To:

1. Describe the 4 stages of the experiential learning cycle.

2. Differentiate between growth and fixed mindsets.

3. Identify strategies for incorporating reflection into information literacy instruction.

Pedagogical Concepts

Kolb's Experiential Learning Cycle
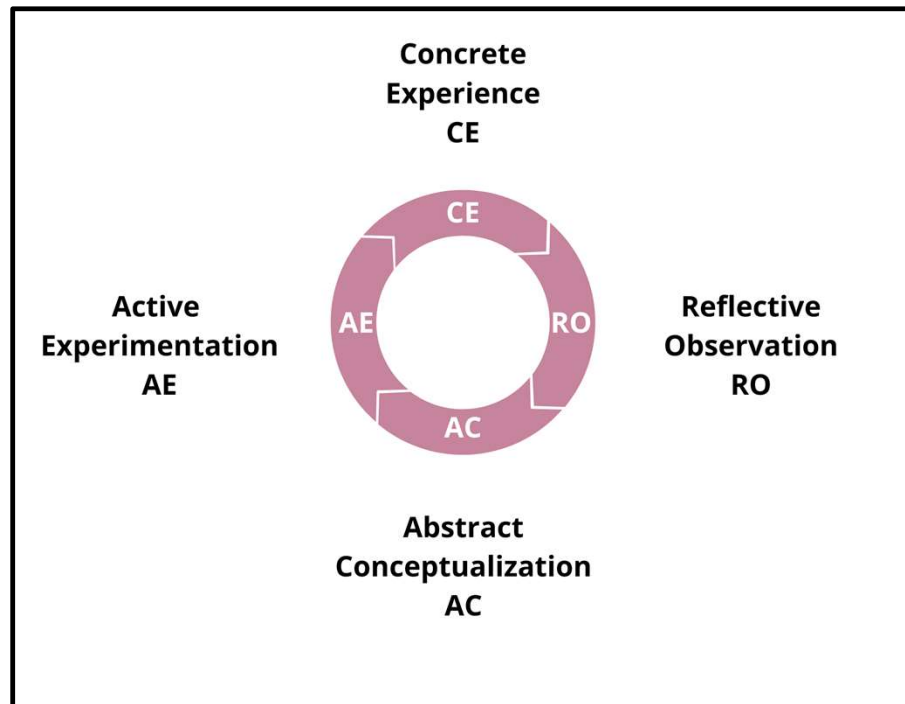
1. Concrete Experience: Doing or Experiencing; Feeling

2. Reflective Observation: Reviewing or Reflecting; Watching

3. Abstract Conceptualization: Concluding or Learning; Thinking

4. Active Experimentation: Planning or Applying; Doing

Kolb's Experiential Learning Cycle: Example

Crafting a Sandwich

- RO: Observing someone else
- AC: Steps and ingredients as sandwich
- AE: Make a unique sandwich
- CE: Eat sandwich

Learning Citations

- AC: Identify pieces of information needed
- AE: Filling out citation step-by-step
- CE: Practicing citations for different source types
- RO: Reviewing and correcting errors

Dweck's Growth Mindset

What Kind of Mindset Do You Have?

Growth Mindset

Fixed Mindset

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

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Dweck's Growth Mindset Critique: Tewell (2020)

- Growth mindset = form of deficit thinking

- Deficit thinking
  - Identifies learners' "lack" as cause of poor achievement
  - Ignores individual & cultural knowledge & experience
  - Ignores systemic issues

- To counter deficit thinking:
  - Center teaching on student knowledge
  - Address systemic issues

Information Literacy Course

LS 102: Background

- 1 hour course

- Required for about 33% of majors

- 2015-2020:
  - 100% face-to-face
  - Initial Incorporation: 2015-2016

- 2020-2022:
  - 100% asynchronous
  - Asynchronous Adaptation: 2021-2022

LS 102: Initial Incorporation

- Reflection questions at end of assignments
  - Designed to serve as RO and AC aspects of experiential learning

- Journals
  - 5 throughout course
  - Designed to build reflection skills
  - Designed to include prior and current experiences
  - Intended to promote growth mindset

- Final Reflective Assignment
  - Encourages students to reflect on course holistically
  - Forward thinking – growth mindset reflected

LS 102: Assignment #1 Example

In a comprehensive paragraph, reflect on your experiences searching the Library Catalog, Research Library (ProQuest), and Google. This reflection will be worth 1 point.

Your paragraph should fully explain your reasoning and support your statements with evidence. It must also discuss each of the following questions:

- Which features were similar in the places you searched?
- Which features were different in the places you searched?
- In which places you searched was it easiest to locate the citation information needed, and why?

LS 102: Journal Examples

- Journal #2
  - Reflect on: Feelings during past/current research experiences
  - Describe: Positive/Negative and how could improve

- Journal #3
  - Reflect on: Comparisons between past/current research experiences and experience in LS 102
  - Describe: What learned that could have helped in past and what still hope to learn

- Journal #4
  - Reflect on: Current methods of information evaluation
  - Compare: Evaluation methods learning in class
  - Describe: What revisions may make – or not– and why

LS 102: Final Reflective Assignment

Directions

In this assignment, you will compose a final reflection based on your research experiences throughout LS 102. Reflections help you self-assess your current understanding and growth, as well as opportunities for future growth.

Your reflection should be a cohesive, primary source consisting only of your own thoughts and experiences. You will be graded on completeness of thought, thoroughness of reflection, and spelling/grammar.

Your final reflection should fully explain your reasoning and support your statements with evidence. It must also discuss each of the following questions:

- How have your research skills, attitude, and confidence changed since the beginning of the course?
- In what areas of the research process do you feel you showed the greatest strength, and in which areas do you think you can still improve? Why?
- What changes or adaptations did you make throughout the class, and why?
- How do you think you will use your knowledge and experiences from this class to find, to evaluate, and to use information resources in the future?

LS 102: Asynchronous Adaptation

- Forums: interactive reflection

- Require initial post and follow-up post for full credit
  - Initial Post: Cannot see others' responses until make
  - Follow-Up Post: Must respond to at least one other student

- Example:
  - Post #1: Review the evaluative criteria we're discussing this unit. Explain which you think is the most important in determining information quality and why.

  - Post #2: Respond to at least one classmate who chose a different criteria than you. Describe how your observations of that criteria compare to theirs, including anything you learned from their post.

One-Shot Sessions

One-Shots: Background

- Federal Depository Library Program (FDLP) Coordinator

- Specialized nursing sessions on statistics and other government information for community health

- 1 hour session

- 2015-2020: Face-to-Face

- 2020-2022: Virtual

One Shots: Initial Incorporation

- Discuss 3 Big Ideas around demonstrations of tools

- Big Idea #1: Combination of sources needed
  - Why?
  - How does accessing them change?

- Big Idea #2: "Most recent" not "this year"
  - Why?
  - How compare ethically?

- Big Idea #3: How to evaluate statistics
  - Where did they come from?
  - What does the number mean?
  - Why do these matter?

One Shots: Virtual Adaptation

- Put step-by-step model searches in individual videos

- Bulk of time to answer student questions and discuss

- Examples:
  - Why do some types of data not exist? – Discuss as part of Big Idea #1

  - What about city-data.com? – Evaluate and Discuss using Big Ideas #1 and #3

  - Why does this table have an X instead of a number? – Discuss using Big Ideas #1 and #3

References

- Dweck, C.S. (2017). *Mindset*. Robinson.

- Kolb, D.A. (2015). *Experiential learning: Experience as the source of learning and development*. Pearson.

- Tewell, E. (2020). The problem with grit: Dismantling deficit thinking in library instruction. *portal: Libraries and the Academy 20*(1), 137-159. https://doi.org/10.1353/pla.2020.0007.