



Beyond the one- minute paper: Reflective exercises in library instruction

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Reflecting on reflection

- What comes to mind when you hear “student reflection”?
- How have you encountered or used student reflection?



ACRL Framework for information literacy (draft)

“Metacognition, or consciously reflecting about one’s thinking, is critical to metaliteracy.” (Pt. 1, line 246)

Example of Self-assessment under Format as Process:

“Learners may

- reflect on their preferred method of finding information...” (line 602-603)

Sample One-minute paper

1. What did you find useful about today's session?
2. What would you still like to know more about?
3. Other comments:

Reflection is...

“the act of taking a few minutes to review what has been learned from an experience (or in a recent class) and asking yourself questions”

(Brown, Roediger, & McDaniel, 2014)



Why reflection matters

... to student learning

- Making connections
- Retaining information
- Generating ideas

“Some people never seem to learn [from experience]. One difference, perhaps, between those who do and don’t is whether they have cultivated the habit of reflection.”

(Brown, Roediger, & McDaniel, 2014)

Why reflection matters

... to student assessment

- Provides a window into students' thinking



Asking questions: Prompts

What?

So what?

Now what?

Handouts: <http://bit.ly/1oaR6er>

Sample prompts (Suskie, 2009)

Core Library Skills

Scholarly Publishing & Current Awareness

Context

CORE

Library
Skills
WORKSHOPS

Learn the skills you need for university writing and research. You'll save yourself time and get better grades!

Sessions start September 12

SESSION 1 | Understanding your assignment

SESSION 2 | Finding and choosing scholarly resources

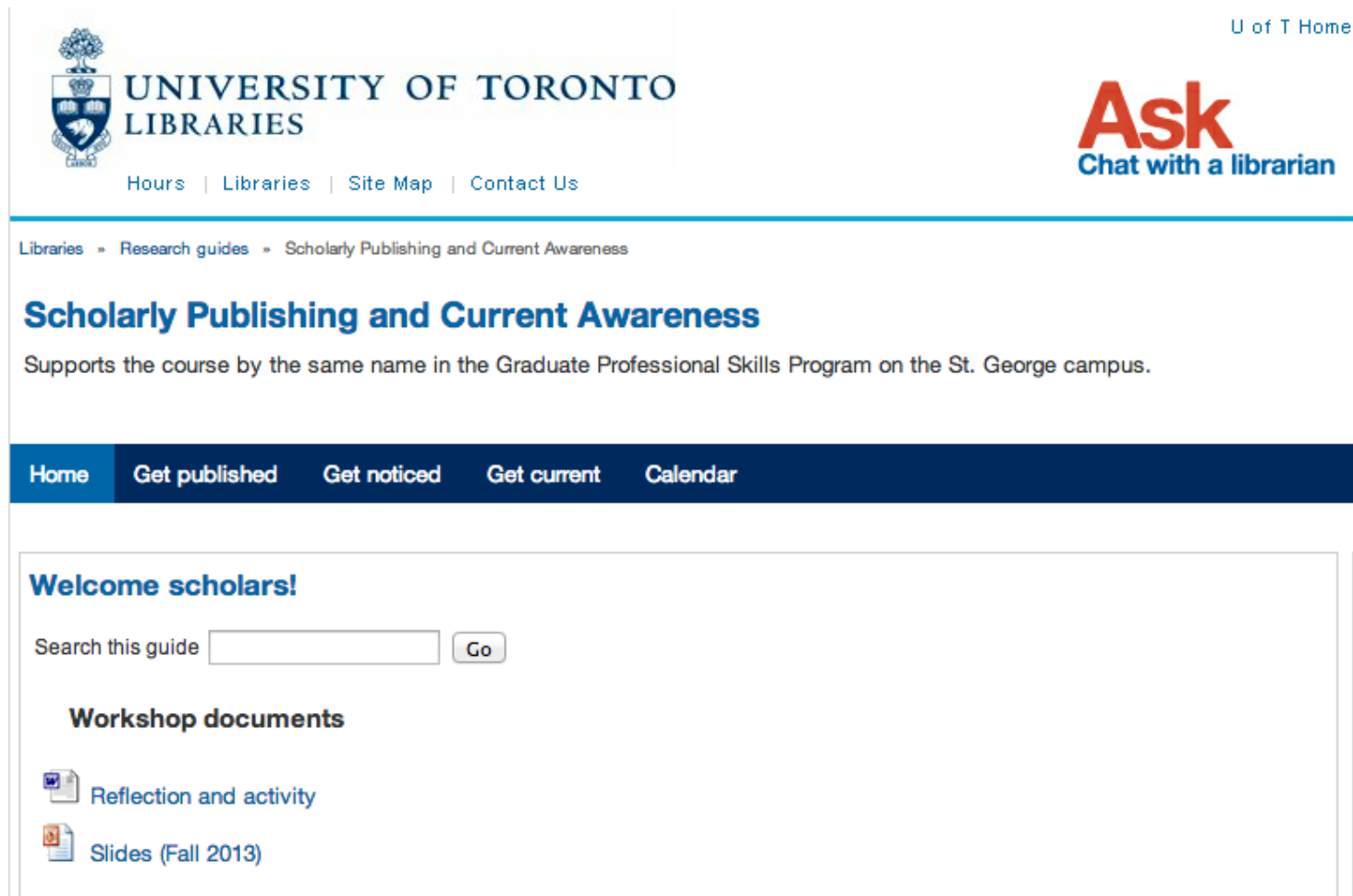
SESSION 3 | Organizing and citing your work

gps

graduate professional skills program

What we learned

Practical matters



The screenshot shows the University of Toronto Libraries website. At the top right, there is a link for "U of T Home". The main header features the University of Toronto crest and the text "UNIVERSITY OF TORONTO LIBRARIES". Below this, there are navigation links: "Hours", "Libraries", "Site Map", and "Contact Us". To the right of the header is the "Ask" logo with the tagline "Chat with a librarian".

Below the header, a breadcrumb trail reads: "Libraries » Research guides » Scholarly Publishing and Current Awareness". The main title of the page is "Scholarly Publishing and Current Awareness", followed by a description: "Supports the course by the same name in the Graduate Professional Skills Program on the St. George campus." A dark blue navigation bar contains the following menu items: "Home", "Get published", "Get noticed", "Get current", and "Calendar".

The main content area is titled "Welcome scholars!" and includes a search box with the text "Search this guide" and a "Go" button. Below the search box, there is a section titled "Workshop documents" which lists two items: "Reflection and activity" and "Slides (Fall 2013)".

What we learned

About students



Reflecting on reflection, pt. 2

Write your own prompts:

- So what?
- Now what?



WILU 2014 Reflective exercises folder

<http://bit.ly/1oaR6er>



- Handouts
- Selected readings

Questions?



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