

University of Idaho

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Pedagogy for critical reflection in librarianship: a suggested methodology and syllabus for teaching autoethnography and self-reflection

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Pedagogy for critical reflection in librarianship: A suggested methodology and syllabus for teaching autoethnography and self-reflection

Work-In-Progress

Background:

This is an EdD dissertation project at Boise State University set to be completed in Winter 2014.

Project:

A cohort of 3-5 librarians will be lead through a series of reflective exercises for 12 weeks in the Spring 2014. The exercises will use the *currere* methodology as developed by William Pinar (1976) to scaffold the reflective process.

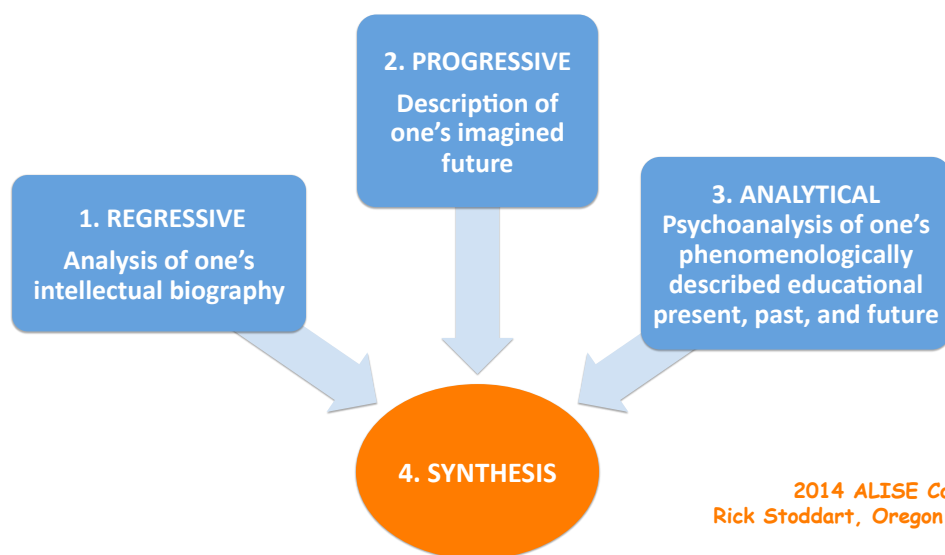
Need:

Critical reflection occurs as a part of library instruction practices but not often for the profession as a whole in a holistic or structured manner (Stoddart, 2014).

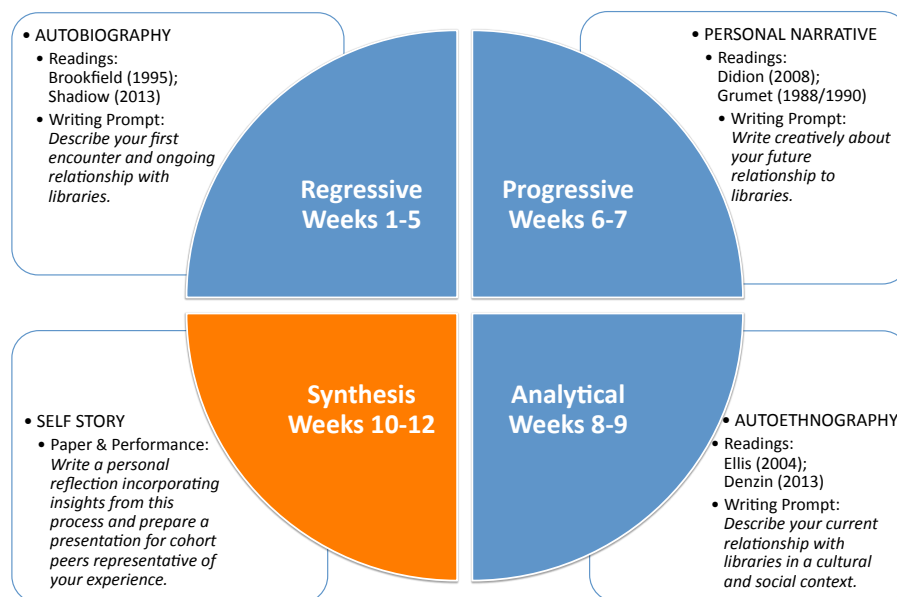
Benefits:

Work retention (Brown, 2007). Professional development (Brookfield, 1995). Use as research process (Holman Jones et. al, 2013). Antidote to cynicism and burnout (Varlejs and Stec, 2004). Re-envision profession (Budd, 2003).

Currere Process



Syllabus



Area of Research Analysis

