Lane Community College

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June, 2017

We Are The Evidence: Critical Reflection as Personal Evidence

Rick A Stoddart

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We Are The Evidence

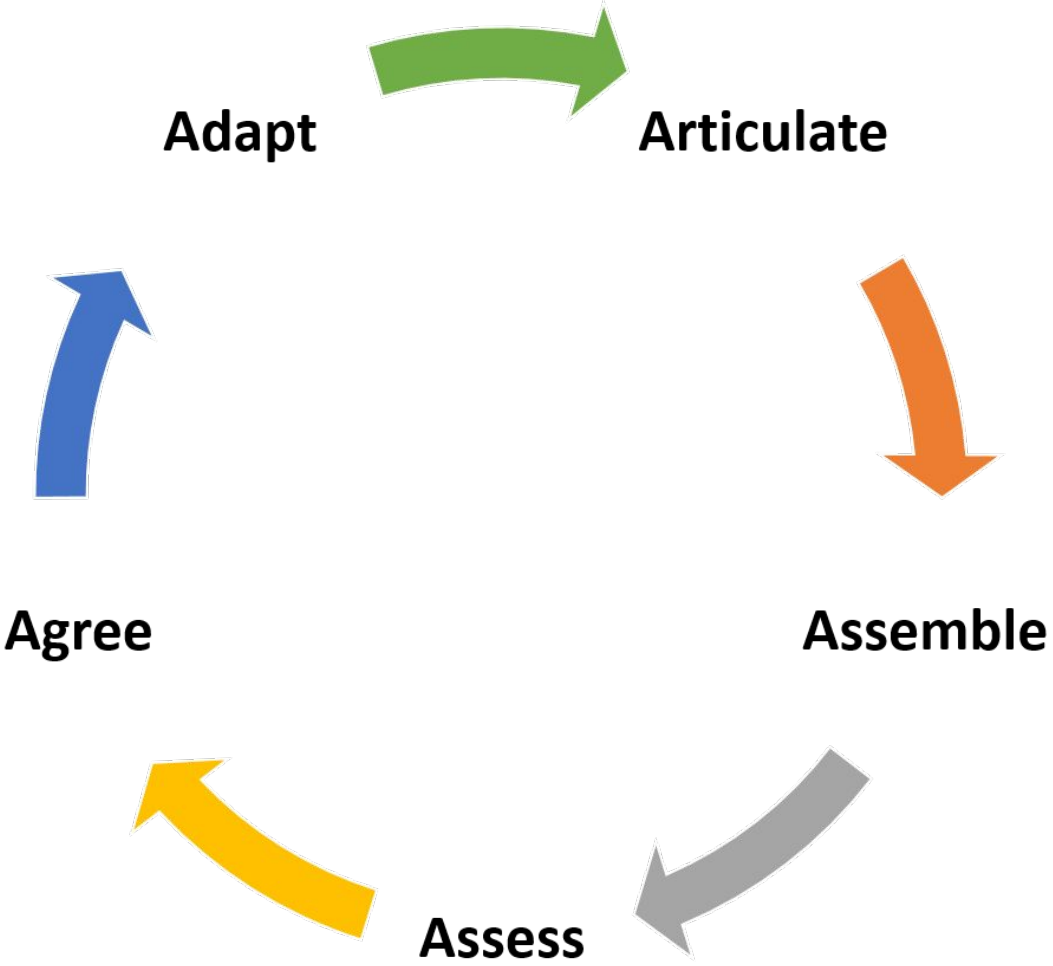
Critical Reflection as Personal Evidence

So…

What do you want to do with your LIfe?

(Perhaps the hardest systematic Literature Review ever)

What do you want to do in your Library?



Booth, A. (2009).
Koufogiannakis D. & Brettle, A. (2016).

Librarians are the personification of librarianship

As such, evidence of effective library practice is embodied in librarians,
in the lives they lead, and in the actions they take.

This paper/presentation will explore how critical reflection informs meaningful and purposeful library practice through creating new forms of personal evidence.

This personal evidence can then be incorporated into evidence-based decisions and individual library practices...

Part 1: Background For Presentation

Part 2: Evidence-Based Practice as Reflection

Part 3: Reflection as Evidence-Based Practice

Part 4: reflection and Library Practice

Part 1:
Background for Presentation
(or... putting the "I" in This Presentation)

Dr. Rick Stoddart

Research can (and should) change lives

If the sole outcome of your research is a peer-reviewed paper...
you are doing it wrong

Vocabulary

- Reflection
- Critical Reflection
- Autoethnography
- Currere

REFLECTION

"(REFLECTION IS) THE *PROCESS* OF CREATING AND CLARIFYING THE MEANING OF EXPERIENCE (PRESENT OR PAST) IN TERMS OF SELF (SELF IN RELATION TO SELF AND SELF IN RELATION TO THE WORLD). THE OUTCOME OF THE PROCESS IS CHANGED CONCEPTUAL PERSPECTIVE."

BOYD AND FALES 1983

Boyd, E., & Fales, A. (1983). Reflective Learning. *Journal of Humanistic Psychology*,*23*(2), 99-117.

Critical reflection

(sometimes called Analytical reflection)

"(Analytical Reflection)… *a systematic approach to revisiting experiences or situations, questioning motivations, attempting to pinpoint the reason why they experienced a situation in a particular way, and contemplating how this might impact on future practice.*"

Grant 2007

Grant, M.J. 2007. The role of reflection in the library and information sector: a systematic review. *Health Information and Libraries Journal*, 24, pp. 155-166.

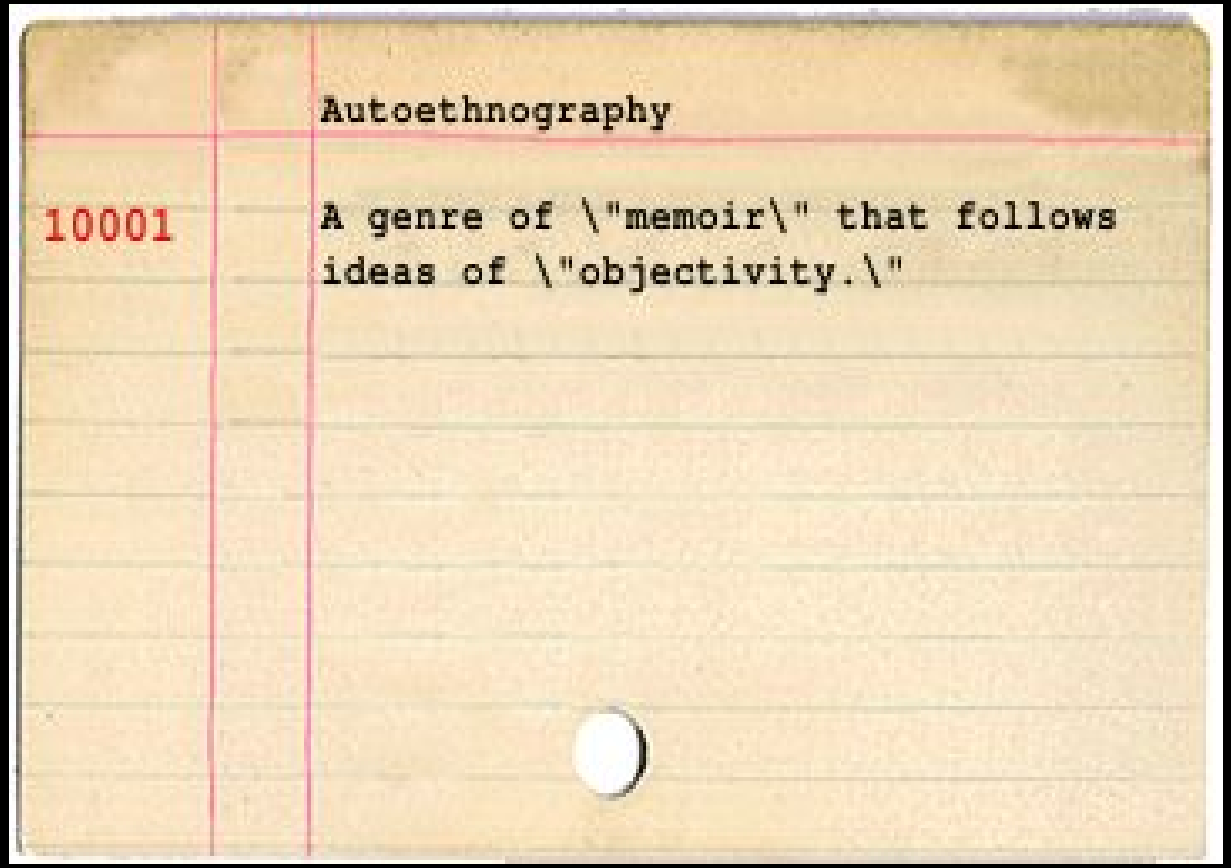
Writing as inquiry

Auto-ethnography

"(autoethnography) should be ethnographic in its methodological orientation, cultural in its interpretive orientation, and autobiographical in its content"

Chang 2008

Chang H. 2008. *Autoethnography as method*. Walnut Creek, CA : Left Coast Press, inc. P.48



From: https://flic.kr/p/FEA1h

Deitering, A.M., R. Schroeder & R. Stoddart (Eds.). 2017. *Librarians: Exploring Culture, Self and Autoethnography*. Chicago, IL: ACRL Publications. (forthcoming)

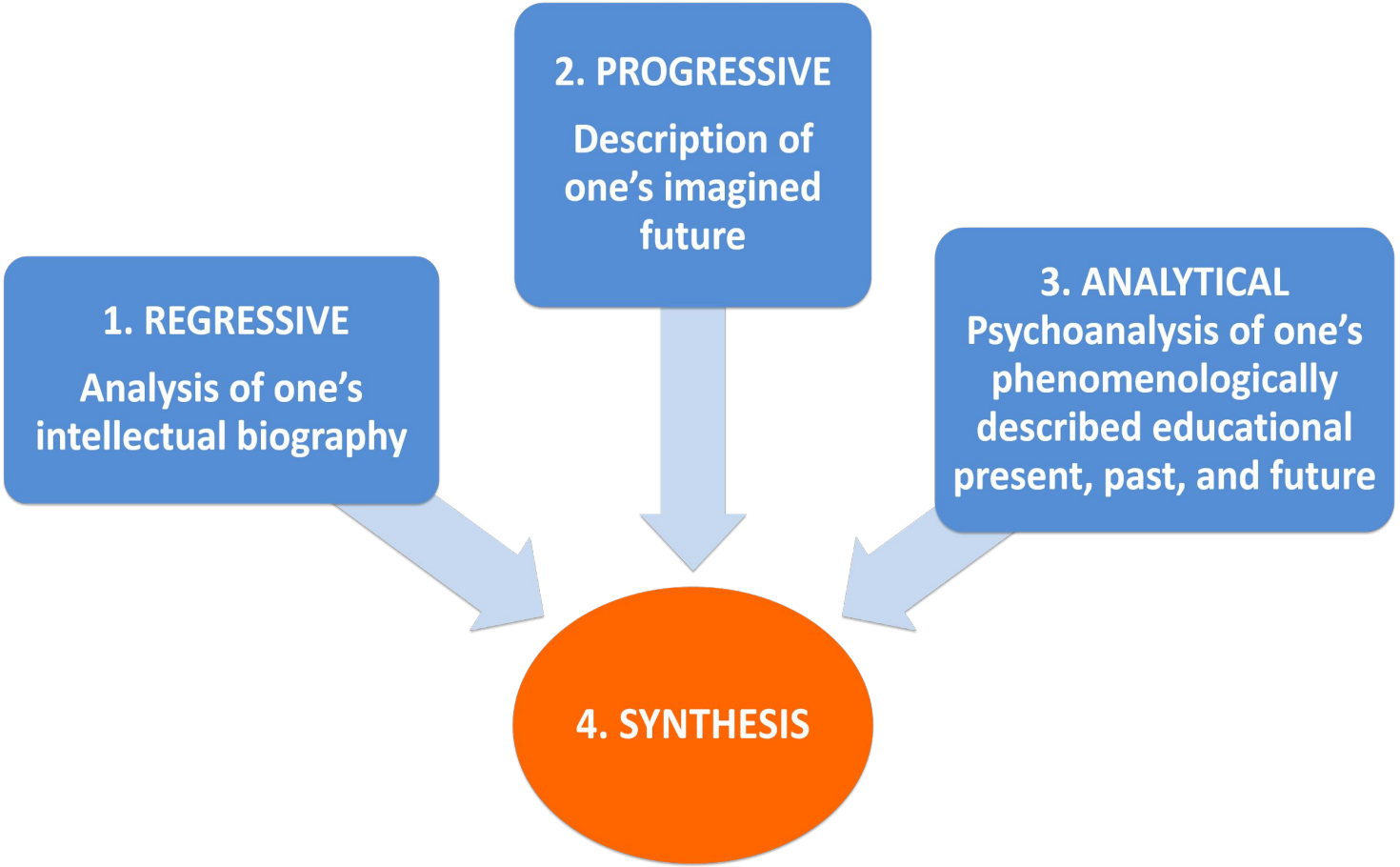
Currere

It is regressive -- progressive analytical -- synthetical. It is therefore temporal and conceptual in nature, and it aims for one cultivation of a developmental point of view that is-trans-temporal-and trans-conceptual. From another perspective, the method is the self-conscious conceptualization of the temporal, and from another, it is the viewing of what is conceptualized through time. So It Is that we hope to explore the complex relation between the temporal and the conceptual. In doing so we disclose their relation to the Self in its evolution and education.

Pinar (1975)

Pinar, William Frederick. (1975). The Method of "Currere.". 1975.

Stoddart, R. A. (2015). *Currere as a method for critical reflection in the profession of academic librarianship*. Dissertation


2. PROGRESSIVE
Description of one's imagined future
1. REGRESSIVE
Analysis of one's intellectual biography
3. ANALYTICAL
Psychoanalysis of one's phenomenologically described educational present, past, and future
4. SYNTHESIS

Part 2
Evidence-Based Practice as Reflection
(or Highlighting the "I" in EBLIP)

Articulate

"Throughout these stages there is not only room for humanities research, there is a distinct need for a humanities approach to be incorporated. In the beginning stage of Articulate, one asks, "what do I already know" and places the question or problem in a wider context. While there may be a very specific question to be answered at this point in time, it is valuable to explore the wider issues and understand the many other questions that arise in conjunction with the problem to be addressed. It is here where we may incorporate professional knowledge and the wider concerns and principles of the profession into our thinking about the problem. "

Heidi Jacobs, & Denise Koufogiannakis. (2014). Counting what Cannot be Counted: Bringing the Humanities to EBLIP. *Evidence Based Library and Information Practice, 9*(3), 110-120.

Articulate

"Question generation also enables a period of reflection. Is this the information I am really looking for? Why I am looking for this information? Is there another option to pursue first?"

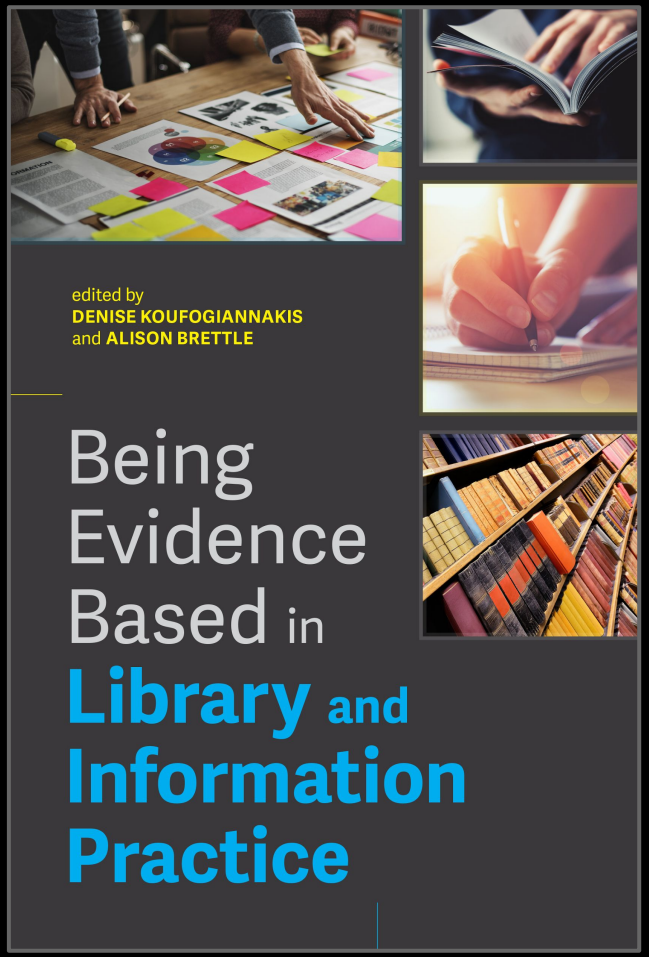
Davies 2011

Davies. (2011). Formulating the Evidence Based Practice Question: A Review of the Frameworks. *Evidence Based Library and Information Practice, 6*(2), 75-80.

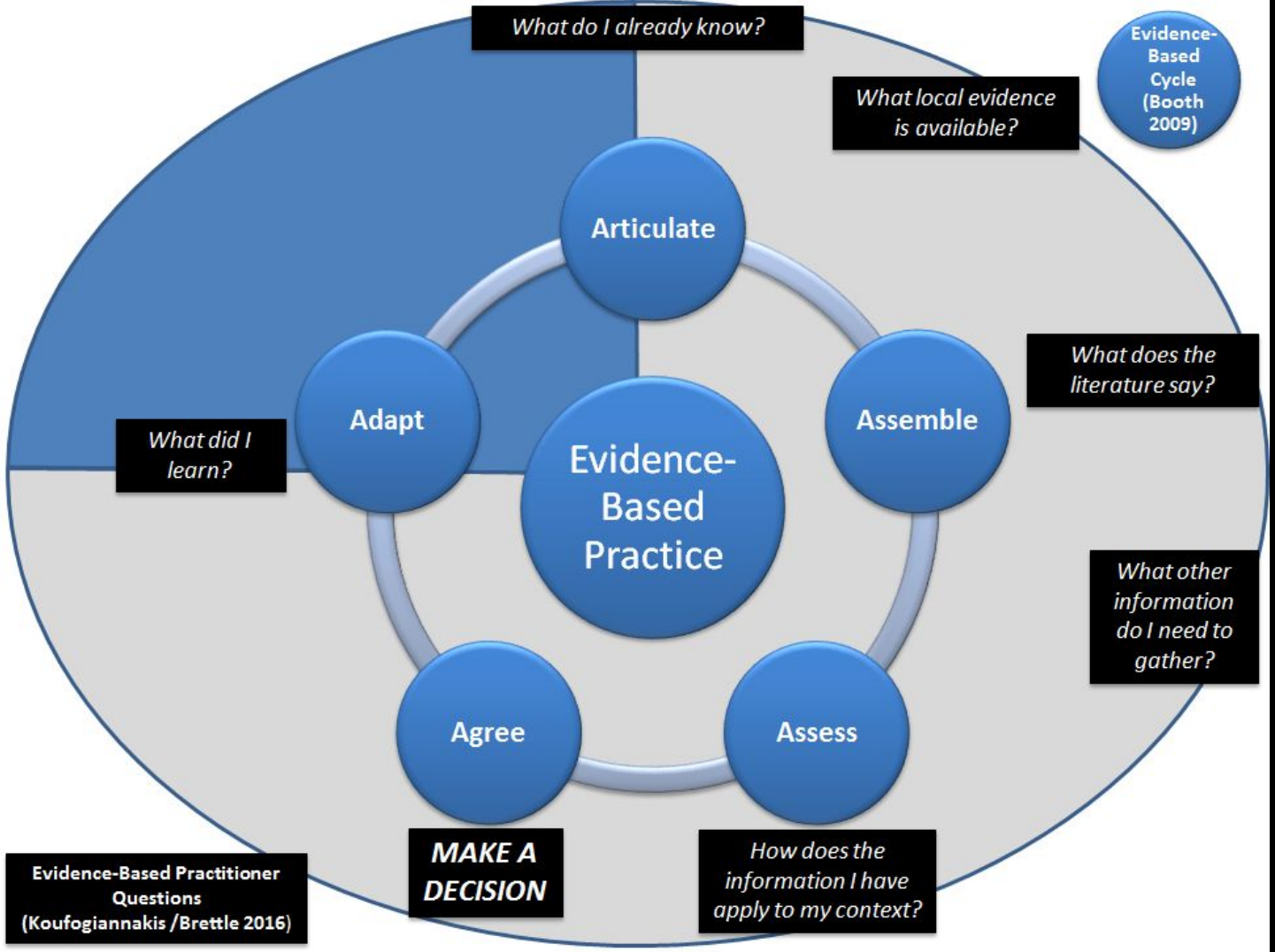
Koufogiannakis & Brettle (2016)

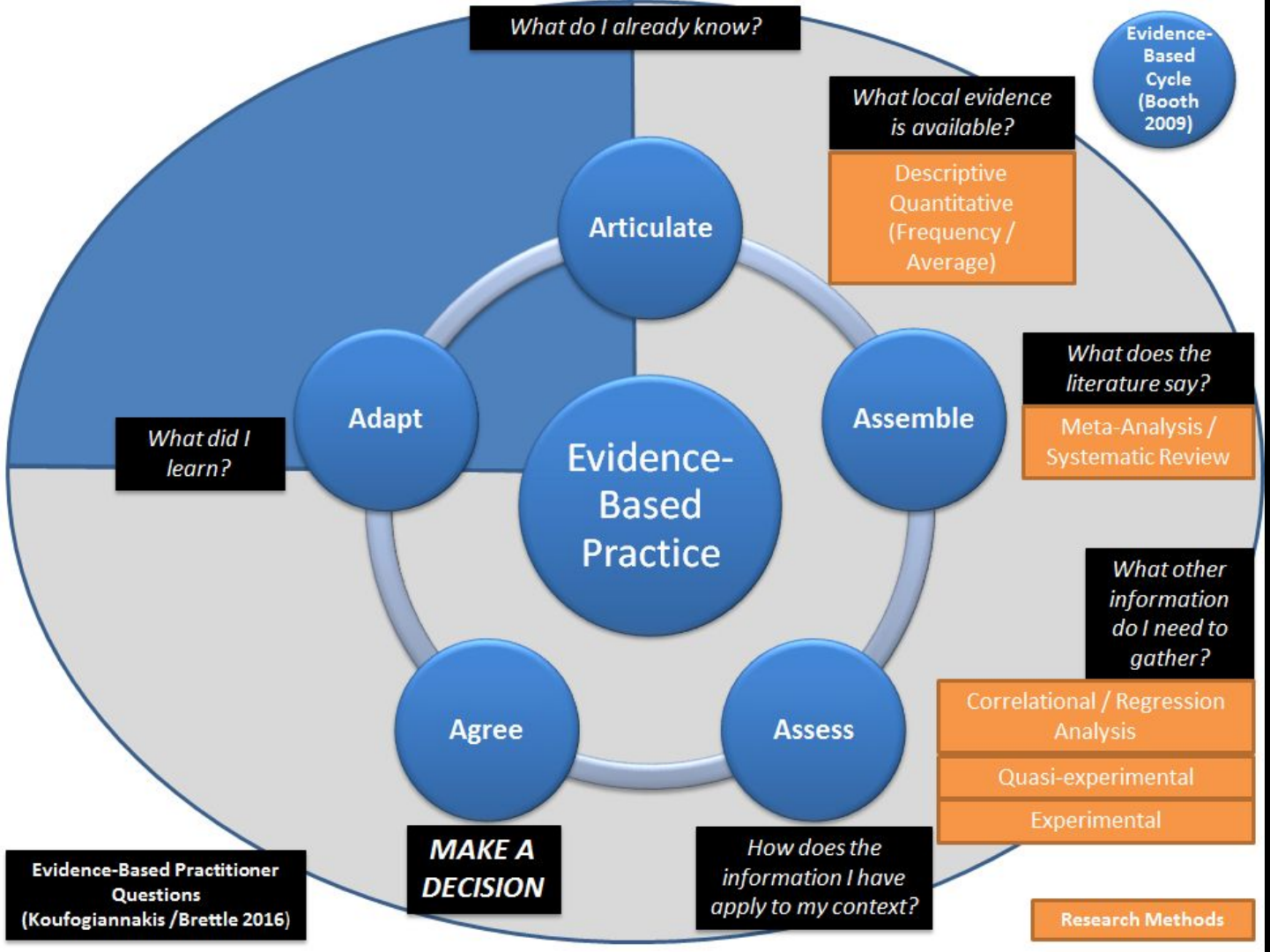
“The key issue is that using evidence and reflecting on it are both needed to move both decisions and practice forward. The context of each situation will determine what evidence is used, and each practitioner needs to determine what form of reflection is best for them and find an approach that fits into their practice.”

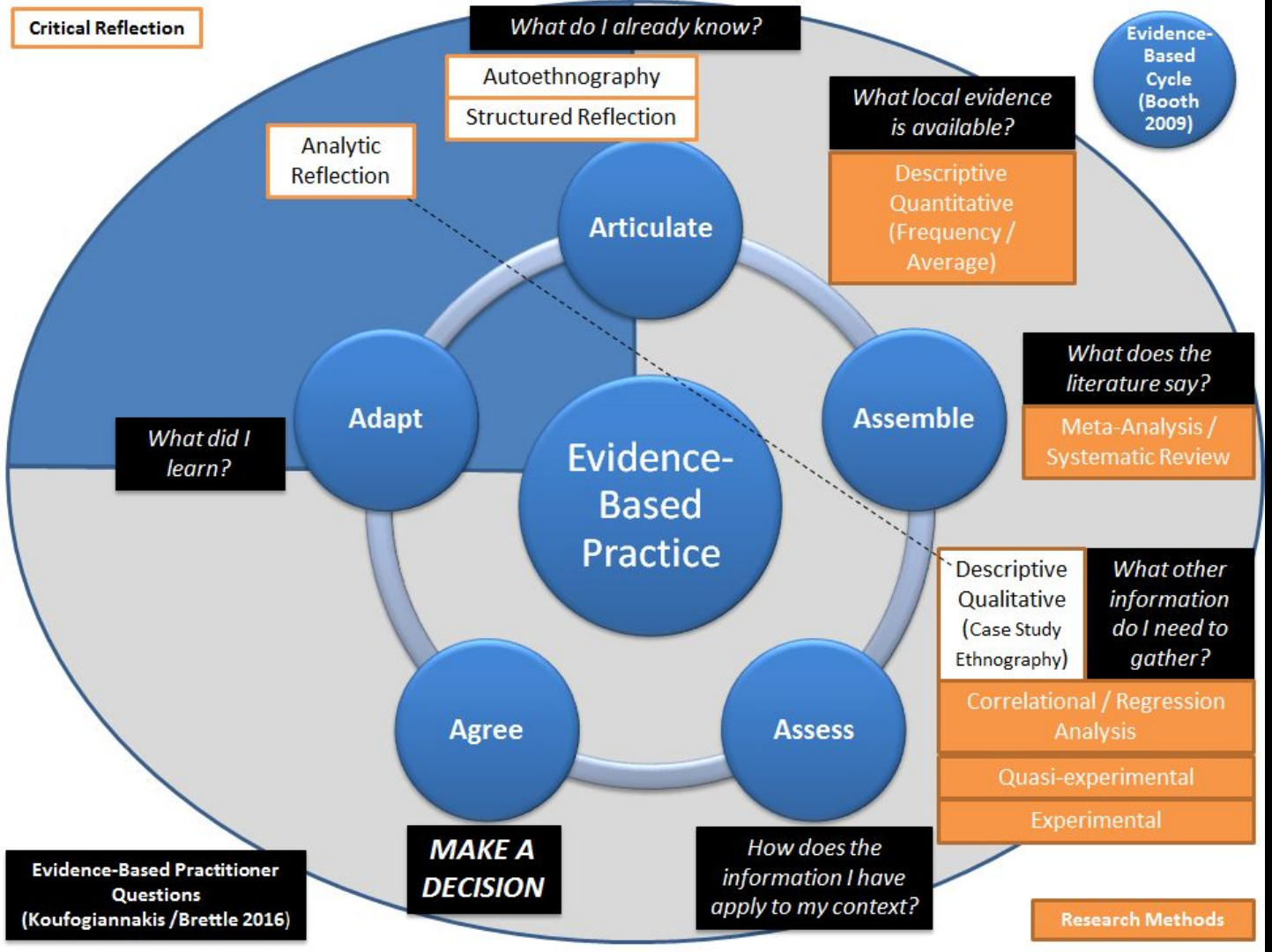
(pg. 72-73)



Evidence-Based Cycle (Booth 2009)
Articulate
Assemble
Assess
Agree
Adapt
Evidence-Based Practice


What do I already know?
Evidence-Based Cycle (Booth 2009)
What local evidence is available?
Articulate
What does the literature say?
Adapt
Assemble
What did I learn?
Evidence-Based Practice
What other information do I need to gather?
Agree
Assess
MAKE A DECISION
How does the information I have apply to my context?
Evidence-Based Practitioner Questions (Koufogiannakis /Brettle 2016)


What do I already know?
Evidence-Based Cycle (Booth 2009)
What local evidence is available?
Descriptive Quantitative (Frequency / Average)
Articulate
Adapt
Assemble
What does the literature say?
Meta-Analysis / Systematic Review
What did I learn?
Evidence-Based Practice
What other information do I need to gather?
Correlational / Regression Analysis
Quasi-experimental
Experimental
Agree
Assess
MAKE A DECISION
How does the information I have apply to my context?
Evidence-Based Practitioner Questions (Koufogiannakis /Brettle 2016)
Research Methods


Critical Reflection
What do I already know?
Autoethnography
Structured Reflection
Analytic Reflection
Evidence-Based Cycle (Booth 2009)
What local evidence is available?
Descriptive Quantitative (Frequency / Average)
Articulate
Adapt
Assemble
Evidence-Based Practice
What did I learn?
What does the literature say?
Meta-Analysis / Systematic Review
Descriptive Qualitative (Case Study Ethnography)
What other information do I need to gather?
Correlational / Regression Analysis
Quasi-experimental
Experimental
Agree
Assess
MAKE A DECISION
How does the information I have apply to my context?
Evidence-Based Practitioner Questions (Koufogiannakis /Brettle 2016)
Research Methods

Part 3:
Reflection as Evidence-Based Practice
(or putting the "I" in Evidence)

Types of Evidence in Reflection

"... aesthetic, moral, and personal, as well as empirical knowledge."

Atkins, S., & Murphy, K. (1995). Reflective practice. *Nursing Standard (Royal College of Nursing (Great Britain) : 1987), 9*(45), 31-5.

Types of Evidence in Autoethnography

Chang (2013) notes that the researcher's personal experiences are the primary source of data in autoethnography.

Researchers "draw from autobiographic data such as memories, memorabilia, documents about themselves, official records, photos, interviews with others, and ongoing self-reflective and self observational memos"

Chang, H. (2013). Individual and collaborative autoethnography as method: A social scientist's perspective. In S. Holman Jones, T. E. Adams, and C. Ellis *Handbook of Autoethnography*. Left Coast Press, Inc. p. 107-122

Type of Evidence in Autoethnography

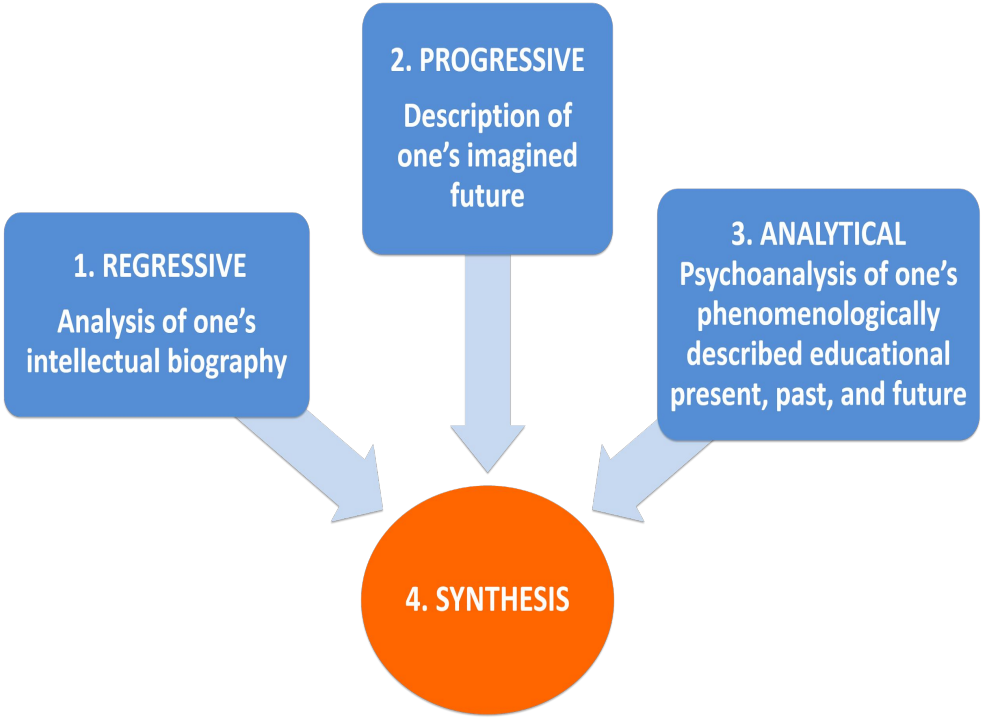
three types of "data" typically used in autoethnography:

field notes, personal documents, and interviews.

Anderson and Glass-Coffin (2013)

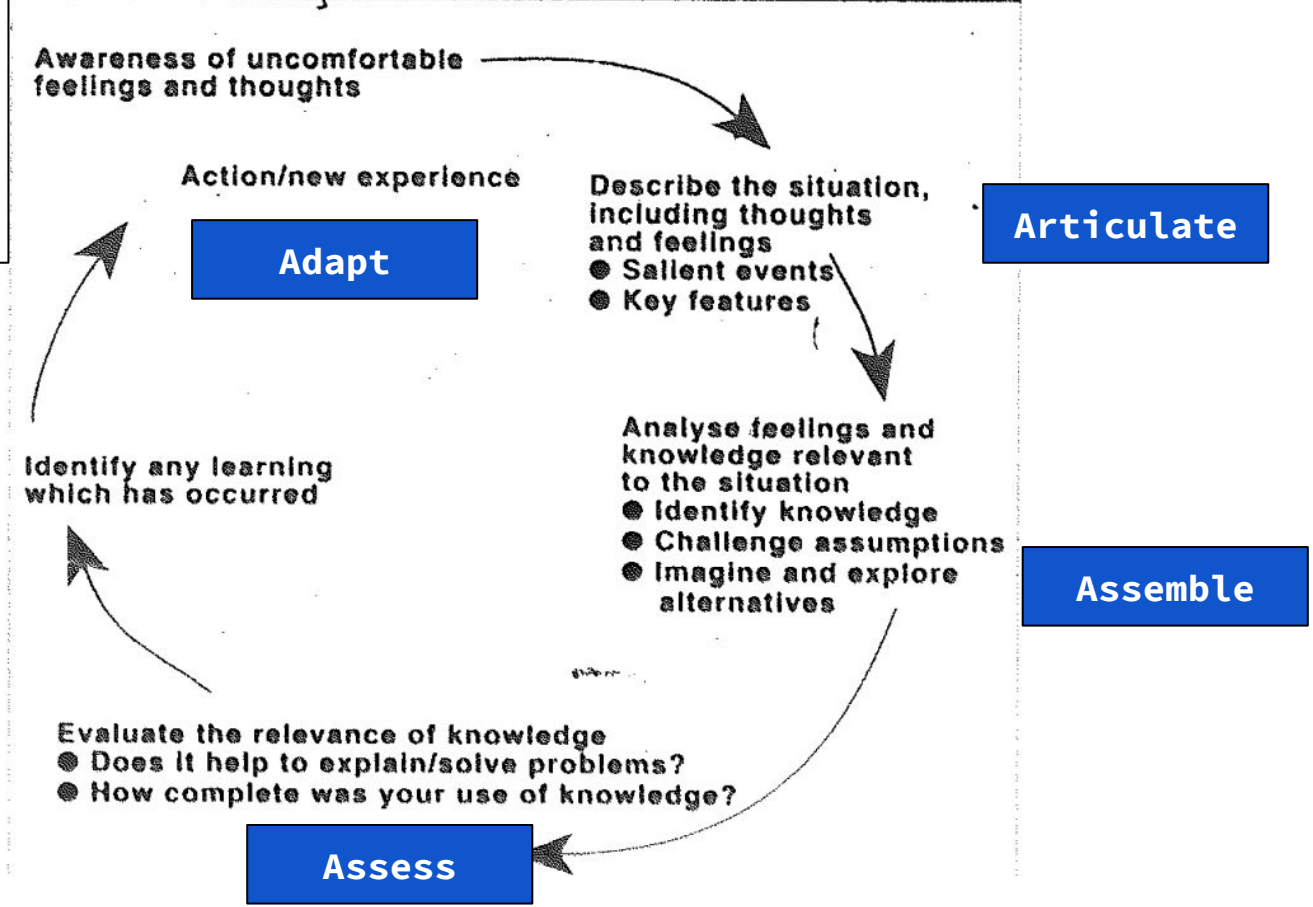
Anderson, L. and B. Glass-Coffin (2013). I learn by going: Autoethnographic modes of inquiry. In S. Holman Jones, T. E. Adams, and C. Ellis *Handbook of Autoethnography*. Left Coast Press, Inc. p. 50-56

Types of Evidence in Currere



Atkins, S., & Murphy, K. (1995). Reflective practice. *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*, *9*(45), 31-5.

Fig. 1. A framework for reflection.



Part 4
Practice
(or Highlighting the "I" in Practice)

Donald Schön

"Reflection-in-action"

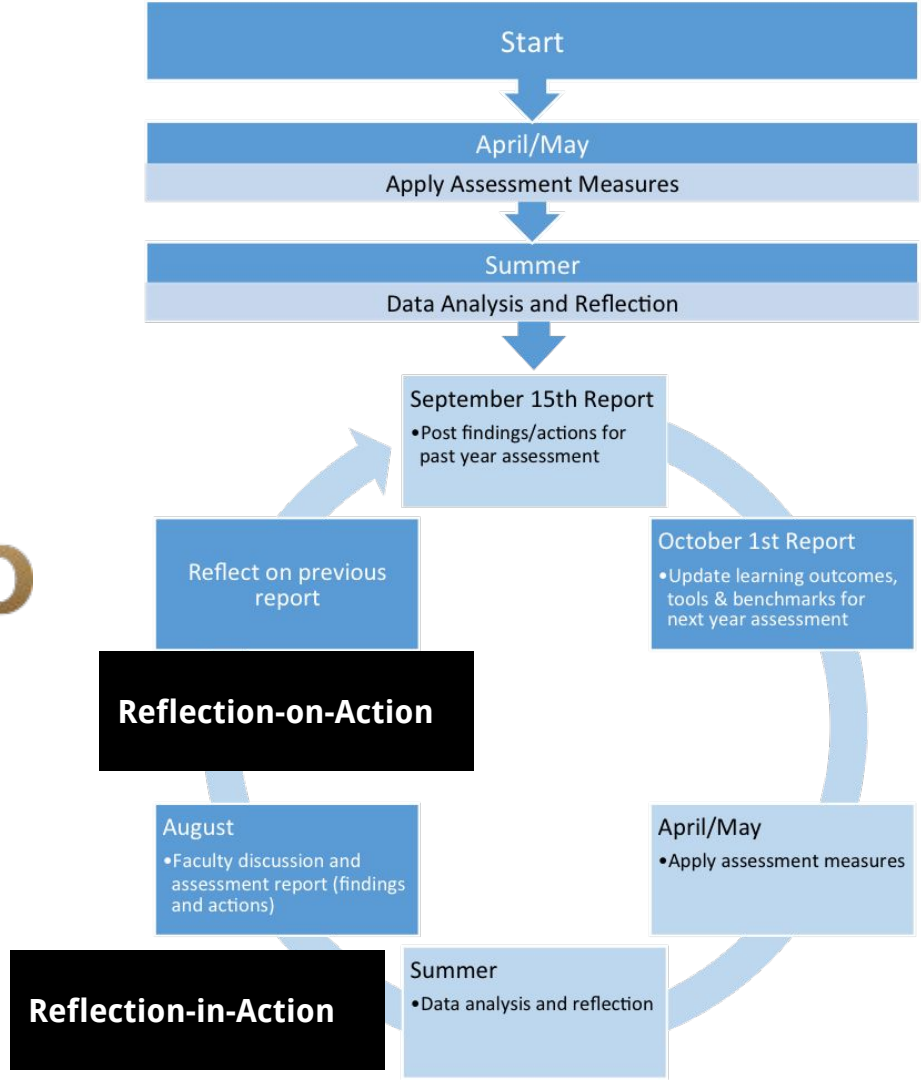
"Reflection-on-action"

Schön 1983

Schon, D. (1983). *The reflective practitioner : How professionals think in action*. New York: Basic Books.

Practical Level

University of Idaho



Motivations & Biases

Innovation

My boss made me..

Access

Empower

Diversity

Equity

Authenticity

Curiousity

Quality Improvement

Social Justice

USE
Critical reflection
to focus not just
on the What/HOW
but also the
<u>WHY</u>

My MISSION

Social Justice

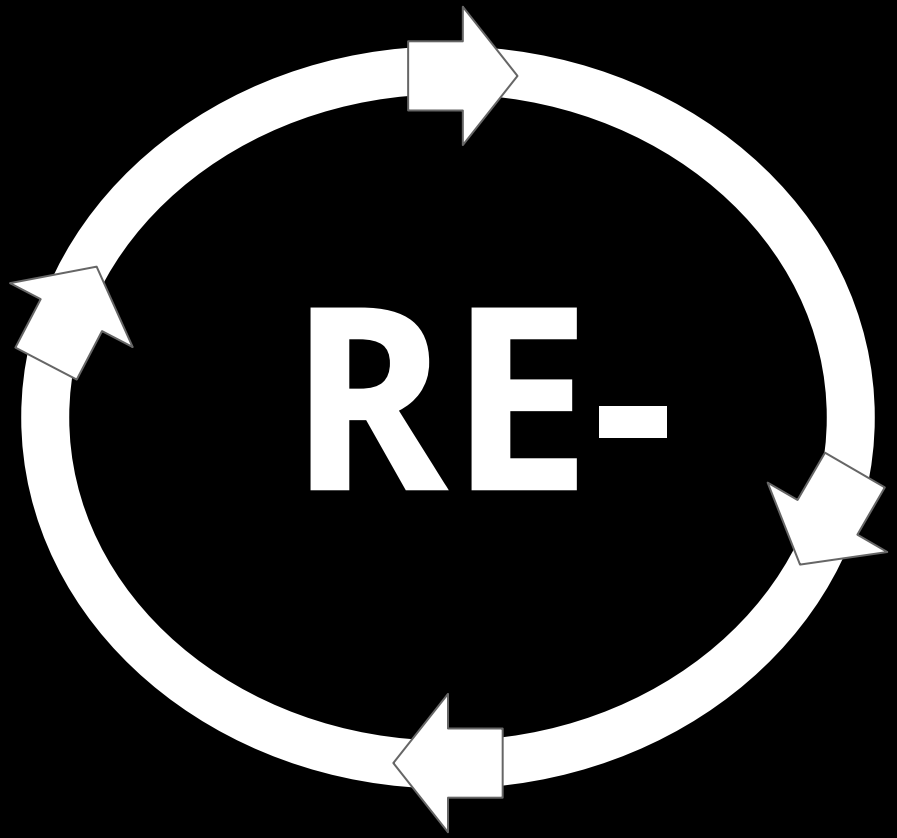
HM671.S623
2010

"justice in terms of the distribution of wealth, opportunities, and privileges within a society"

How do I do this?

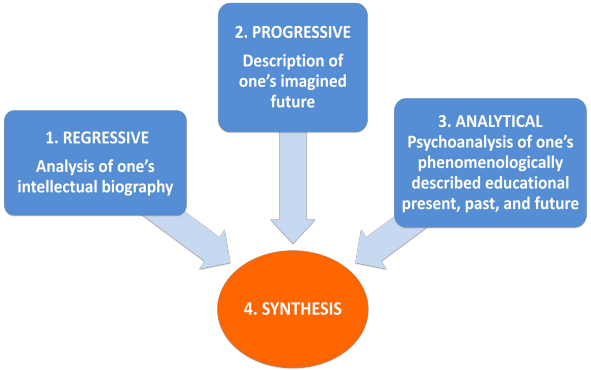
How do we make sense of this?

www.blyberg.net/card-generator/



Re-search, Re-write, Re-read, Re-view, Re-flect

So…
What do you want to do with your life?
(Currere)



I think now if I had known libraries were in my future, I might have gone to library school… and everything would now be different. But I didn't and it isn't. But, here's the thing…working in libraries and being a librarian is exactly what I want to do. I love my job and I love being a librarian. I can't imagine what it would be like to not be a librarian. Instead of counting the days to retirement, I realized that I should be enjoying every day, doing what I love to do. If that is wakefulness, then I think I found it. I hope I have learned to be more in the moment and take everything from that moment. It was something of an epiphany and truly turned my attitude about work around. (Evelyn)

Evidence based practice is not only acting when there is good evidence. Enhancing our professional judgements via a career built on analytical reflection, will provide knowledge that goes a long way towards making difficult decisions a little bit easier...

-Koufogiannakis 2010

Research is Critical Reflection

Critical Reflection is Research

Anderson, L. and B. Glass-Coffin (2013). I learn by going: Autoethnographic modes of inquiry. In S. Holman Jones, T. E. Adams, and C. Ellis *Handbook of Autoethnography*. Left Coast Press, Inc. p. 50-56

Atkins, S., & Murphy, K. (1995). Reflective practice. *Nursing Standard (Royal College of Nursing (Great Britain) : 1987), 9*(45), 31-5.

Booth, A. (2009). EBLIP five-point-zero: Towards a collaborative model of evidence-based practice. *Health Information and Libraries Journal : The Official Journal of the Health Libraries Group of the Library Association., 26*(4), 341-344.

Boyd, E., & Fales, A. (1983). Reflective Learning. *Journal of Humanistic Psychology,23*(2), 99-117.

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Davies, K. (2011). Formulating the Evidence Based Practice Question: A Review of the Frameworks. *Evidence Based Library and Information Practice, 6*(2), 75-80.

Doerr, M. (2004). *Currere and the environmental autobiography : A phenonmenological approach to the teaching of ecology* (Complicated conversation ; v. 4). New York: Peter Lang.

Jacobs,H. & Koufogiannakis D. (2014). Counting what Cannot be Counted: Bringing the Humanities to EBLIP. *Evidence Based Library and Information Practice, 9*(3), 110-120.

Koufogiannakis., D (2010). Thoughts on Reflection (Editorial). *Evidence Based Library and Information Practice, 5*(2), 1-3.

Koufogiannakis, D., & Brettle, Alison. (2016). *Being evidence based in library and information practice* (U.S. ed.). Chicago: Neal-Schuman, an imprint of the American Library Association.

Schȯn, D. (1983). *The reflective practitioner : How professionals think in action*. New York: Basic Books.

Sen, B., & Ford, N. (2009). Developing reflective practice in LIS education: The SEA-change model of reflection. *Education For Information*, *27*(4), 181-195. doi:10.3233/EFI-2009-0884

Stoddart, R. A. (2015). *Currere as a method for critical reflection in the profession of academic librarianship*. Dissertation

Villaverde, L. E. & Pinar, W.F. (1999). Postformal research: A dialogue on intelligence. In J.L. Kincheloe, S.R. Steinberg, & L.E. Villaverde (Eds.), *Rethinking intelligence: Confronting psychological assumptions about teaching and learning* (pp. 247-256). New York: Routledge.

Conversation..