2009

A Reflective Teaching Journal: An Instructional Improvement Tool for Academic Librarians

Elizabeth K. Tompkins
CUNY Kingsborough Community College

A Reflective Teaching Journal: An Instructional Improvement Tool for Academic Librarians

Elizabeth K. Tompkins

Abstract. This paper explores the practice of keeping a reflective teaching journal to improve classroom instruction. Reflective practice and journaling have a rich tradition in the teacher education field. Accordingly, the teacher education literature provides the starting point for this case study of keeping a reflective teaching journal for library sessions given to first semester freshmen enrolled in a learning community. The journaling process proved useful by helping to improve instruction while also providing a mechanism to link theory with practice.

Elizabeth K. Tompkins is Assistant Professor and Reader Services Librarian at Kingsborough Community College, City University of New York, Brooklyn, NY 11235-2398. (E-mail: etompkins@kingsborough.edu)

Introduction

Over the course of the past thirty-five years, instruction has come to occupy a progressively greater proportion of an academic librarian's responsibilities. However, many librarians, especially those receiving their Masters in Library Science (MLS) degrees prior to the mid 1990s, may have had limited training in instructional techniques. What's more, librarians often have other duties besides teaching, thereby leaving little time to focus on instructional improvement. The question then becomes, how can academic librarians improve their instruction skills to meet the growing demands for cultivating information literate students? While there are numerous methods to do so, this paper focuses on developing a reflective practice through keeping a teaching journal as a means for improving library instruction.

Changes in higher education occurring in the early 1970s placed an increased emphasis on the role of librarians as teachers (Farber 1999; Walter 2008). The democratization of higher education, beginning after World War II with government funding of university research projects and student loan programs, contributed to the shift. The social movements of the 1960s and early 1970s expanded access to higher educations for those who previously had been denied admittance, especially at public colleges and universities. Hopkins (1982) noted that traditional reference service in academic libraries was no longer adequate to meet the needs of those students who were unfamiliar with the academic environment. Incoming students lacked basic library skills to navigate library systems that historically had developed around the needs of graduate

students and faculty. As a result, bibliographic instruction classes gained momentum during the 1970s as a means to educate an increasingly diverse student body.

The growing importance of bibliographic instruction led to a demand for librarians who possess instruction skills. Studies of help wanted ads for academic reference librarians have illustrated this expanding job requirement. A content analysis of help wanted ads appearing in *College & Research Libraries* showed that in 1973 no ad mentioned instruction as part of an academic reference librarian's duties. Fifteen years later, in 1988, eight out of ten ads specified instruction as a job requirement. By the 1990s, instruction appeared as a requirement in all job ads for academic reference librarians (Lynch and Smith 2001).

It was not until 1998, however, that the majority of library and information studies (LIS) programs offered at least one course in user education (Westbrook 1999). A review of LIS programs by the Association of College and Research Libraries' (ACRL) professional education committee showed that by the fall of 2008 nearly 93% of all LIS schools offered at least one course in instruction. Yet only 48% of the schools offered two or more classes in instruction. Factoring out the course offerings for primary and secondary education school media specialists, the percentage of library schools offering two or more classes in instruction dropped to 36%. Julien (2005) questions this apparent lack of course offerings in her study of LIS programs. Her analysis revealed that fewer than half of the offered instruction courses covered basic information literacy concepts, outcomes evaluation, needs assessment, or Web-based instructional strategies. What's more, Julien points out that nearly all of the instruction courses were electives with only one LIS program requiring instruction as part of its core curriculum.

Recognizing the need for librarians to develop instruction skills, ACRL's instruction section established a task force in 2004 to identify proficiencies for instruction librarians. The resulting standards approved by ACRL's board in 2007 cover twelve areas of expertise that serve as guidelines for librarians to gain essential skills as teachers and coordinators of library instruction programs. Each of the twelve categories defines fundamental skills that librarians can use as benchmarks.

To develop instruction skills, librarians have made use of on-the-job training, communicating with colleagues, workshops offered by professional organizations, and reading the literature (Kilcullen 1998; Shonrock and Mulder 1993; Walter 2006). While all of these methods help, librarians may still find themselves grappling with reaching students in the classroom. Keeping a reflective teaching journal can assist librarians in reviewing and analyzing their practice, leading to change and improvement. A reflective teaching journal dovetails with ACRL's standard 12.6 from the Standards for Proficiencies for Instruction Librarians and Coordinators:

> 12.6 Reflects on practice in order to improve teaching skills and acquires new knowledge of teaching methods and learning theories.

Examining the literature for reflective teaching operates as a starting point for integrating reflection into a librarian's practice.

Overview of Reflective Teaching

Reflective Teaching Defined

How do educators define reflective teaching? Although the term may have varied associations, educators generally consider reflective practice as a method of inquiry that makes sense of complex or perplexing problems (Grimmett et al. 1990; Loughran 2002).

Reflective teachers scrutinize their procedures, make decisions, and alter their behavior. The technique links education theory with practice, providing multiple viewpoints for action. Almost any aspect of teaching affords an opportunity for reflection. Curriculum planning, student motivation and learning, and the broader realm of institutional goals can serve as starting points for the reflective practitioner (Valli 1997). Librarians can look to the conference proceedings for the 31st National LOEX (Library Orientation Exchange) Conference as inspiration to develop a reflective practice. The theme of the conference, "Reflective Teaching: A Bridge to Learning," explored ways that instruction librarians can engage with reflective techniques to enhance their teaching and to promote a learning environment in the library (Thomas 2004).

Educators almost always point to the works of John Dewey as the inspiration for the notion of reflective practice. In his treatise *How We Think*, Dewey (1933, 9) postulates that "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends constitutes reflective thought." Fundamental to Dewey's concept of reflection are the notions of open-mindedness, responsibility, and wholeheartedness. Open-mindedness implies that one looks for and listens to multiple viewpoints even if an alternative stance challenges deep-seated beliefs. Responsibility entails a search for the truth, taking into account any unintended consequences. Wholeheartedness involves a commitment to an examination of values, actions, and consequences with the intent to learn something new. Dewey argued that reflective thinking provides a basis for any informed undertaking and should be a goal of education.

Along with Dewey, the work of Donald Schön, a professor of urban studies and education at Massachusetts Institute of Technology (MIT), influenced the study of reflection in the education field. In his seminal *The Reflective Practitioner* (1983) and *Educating the Reflective Practitioner* (1987), Schön eschewed the application of facts, rules, and procedures that constitute a given professional's knowledge. Instead, he advanced the concept of reflection-in-action, an activity that occurs when a professional uses his or her expertise to examine a problem and create an instantaneous experiment to test various solutions. Schön encouraged professionals to become researchers in practice, constructing new theories as they carry out their day-to-day activities. While Schön addressed a range of professionals including architects, urban planners, psychologists, engineers, and managers, his work spurred considerable research in the education field, giving rise to the development of an extensive body of literature. Although reflective teaching had been part of the educational discourse prior to Schön's work, his ability to conceptualize the relationship between theory and practice expanded its popularity (Valli).

Methods Educators Use to Implement Reflective Practice

What are the procedures that educators use to engage in reflective practice? Valli notes that educators generally call upon five methods to implement reflection: action research; journaling and writing assignments; case studies; supervision; and classroom activities and discussions. The selection of a method corresponds to the type of instructional improvement desired by the practitioner. To gain insight into a specific teaching or learning problem, for example, an educator may implement an action research project. Action research occurs directly in the classroom as teachers gather data about

the problem in question. Reflection is a key component of the action research process, starting with the initial determination of the problem through analyzing the results of the research. The outcomes of an action research study combined with reflection allow an educator to establish a process of continual improvement (Schmuck 2006).

Journaling and writing assignments are yet another technique that educators use to promote reflective practice. Education programs often proscribe that student teachers keep reflective journals and diaries as part of their pre-service training. The journals serve as a mechanism for linking education theory with practice in the classroom. Professors and peers provide feedback based upon the journal entries, contributing to additional opportunities for reflection. Similarly, reading case studies, which often establish a specific problem or situation, offer the opportunity for reflecting upon opposing or different perspectives.

Supervisory or peer evaluation conferences provide another occasion to utilize reflection. In this type of meeting, pre-service and in-service teachers are asked to analyze their own practice, reflecting on their strengths and weaknesses. Supervisors or peers offer guidance and help teachers solve problems. Likewise, classroom activities and discussions open up additional channels to practice reflection. Sharing journal entries, group problem solving, and critiquing each other's work spurs contemplation about professional practice and goals.

Keeping a Professional Journal

Among the methods for the development of reflection, keeping a teaching journal provides a starting point for librarians to foster instructional improvement and ultimately to create a deeper professional practice. Hobson (1996, 9) writes that "as a way of

developing a reflective ongoing relationship with oneself and one's work, a personal

journal is hard to beat." What's more, Hobson postulates that a professional journal can

develop into a teacher's own personal textbook of evolving practice and ongoing

research, becoming an essential resource for development. Gorman (1998, 434) suggests

that journals stand in as a "master teacher who looks over a teacher's shoulder,

questioning methods and discovering strengths and weaknesses." While teaching

journals are widely used by elementary and secondary teachers in training, professors

Josh and Stephen Boyd (2005) demonstrate that a teaching journal is a useful device for

university instructors. As the Boyds point out, many professors have limited training in

how to teach. Keeping a teaching journal, however, provided the Boyds with a

mechanism for keeping track of what did and did not work in the classroom.

Holly (1989) distinguishes a journal from other personal writing techniques,

including logs and diaries. She describes logs as impartial records of information

maintained over time, including but not limited to activities, attendance, and lesson plans.

On the other hand, diaries are accounts of personal experiences, feelings, observations,

and thoughts. Generally, diary writers impose their own structure, or lack thereof. Often

diaries are free flowing and open ended, capturing the inner thoughts of the writer. In

contrast, journals connect the factual recording of data displayed in logs with the personal

reflections found in diaries to create a document that encapsulates the author's

reflections, examinations, strategies, and assessments. As a result of combining personal

reflections with empirical descriptions, journal writing is a more strenuous undertaking

compared with maintaining a log or diary. The journaling process allows one to examine

experiences, and to pose questions and solutions for reflection and improvement.

Educators keeping a reflective teaching journal generally build in various structures or guidelines within the journaling process to achieve professional development. Hobson proposes the use of a double entry format to separate out descriptive writing from reflections. For example, an author would describe an experience on the left side of the journal while placing his or her reflections on the right side. Additionally, Hobson suggests the use of a journal framework developed by Jungian psychologist Ira Progoff as a means of reflecting upon one's professional development over time. Progoff (1992) developed an intricate journal structure called the intensive journal method that records the outer and inner workings of an individual's life. Hobson uses the example of Progoff's concept of steppingstones as a way of recording the key events that shaped a teacher's practice.

Shepherd (2006) approached a reflective journal by focusing on answering a series of four questions: How do I feel about this?; What do I think about this?; What have I learned from this?; and What action will I take as a result of my lessons learned? These questions allowed Shepherd to make sense of complex situations. To facilitate change through his journaling, Shepherd subsequently added two questions: What have I learned from what I've done?; and What have I done with what I learned?

Alternatively, Gorman used his journal to focus on four concrete issues that were problematic in his classroom. Drawing upon his daily reflections, Gorman found himself experimenting more in the classroom, trying out new ideas that came about as a result of his journal writing. The journal also served as a record keeper, capturing his student's progress before and after he instituted new instruction techniques. Gorman concluded

that the journal was invaluable in helping him meet his objectives which ultimately facilitated his students' progress.

The Boyds followed the framework for keeping a reflective journal developed by Jay and Johnson (2002), who concluded that studies about reflection in education often clustered around the content of reflection, the process of reflection, or the programs that include reflection. What was lacking, Jay and Johnson determined, was a focus on the teaching of reflection. Thus, they set out to represent what practitioners do when they reflect without reducing the process of reflection to a technique. Drawing from their work at the University of Washington's Teacher Education Program, Jay and Johnson formulated a classification scheme to model reflective behavior. Based upon the theoretical work of Dewey and Schön, Jay and Johnson came up with a typology that captures three levels of reflection: descriptive, comparative, and critical. The authors inferred that the typology links theory with practice providing the practitioner with a methodology of reflection without losing the complexity of the process.

Jay and Johnson's typology begins with a descriptive stage that specifies the topic under consideration. Here the practitioner will determine an area of concern that requires attention. The focus may be a problem or puzzle, either specifically or vaguely defined. A teacher, for example, may call into question a segment of a lesson that is not engaging students. Central to the descriptive phase is asking questions about what is taking place. While the descriptive phase seems straightforward, Jay and Johnson remind practitioners that it is crucial to find significance in the problem under consideration. It is important to separate out the relevant facts with sufficient detail to avoid jumping to conclusions.

Once a problem is determined and fully defined, Jay and Johnson suggest exercising comparative reflection. Derived from Schön's concept of a frame experiment, comparative reflection involves looking at the area of concern from a variety of viewpoints. Schön defines a frame experiment as the practice of constructing multiple perspectives to advance understanding and to gain insight. Those providing alternate perspectives may include students, faculty members, and administrators. Jay and Johnson suggest that examining a situation from the outlook of others may result in uncovering implications that may otherwise have been missed. Comparative reflection according to Jay and Johnson enhances comprehension of a situation which leads the practitioner to the third level, critical reflection.

Having defined a situation and examined it from multiple viewpoints, the practitioner is ready to employ critical reflection to search for the deeper meaning of a situation. Critical reflection allows the educator to view a circumstance from a broader perspective, exploring any historical, ethical, or political implications. Jay and Johnson (79) point out that critical reflection contains an element of judgment, allowing the practitioner to look for the most beneficial method of resolving a problem. Ideally, critical reflection will lead the educator to develop a repertoire of best practices. What's more, they maintain that critical reflection is not the "last step," but rather "the constant returning to one's own understanding of the problem at hand."

Jay and Johnson's typology serves as an instrument that strives to clarify the complicated process of reflection (80). While their typology is useful as a teaching and learning tool, the authors stress that practitioners should not regard each dimension of the typology as distinct segments. Rather they propose a holistic view of reflection that is

freed from the boundaries of a formula, and they assert that the reflective process should "evolve in its own loops and leaps over time."

Reflective Journal for Library Instruction

Setting for the Case Study

Part of the City University of New York, Kingsborough Community College offers credit and non-credit bearing courses in the liberal arts and professional programs, granting degrees in Associate in Arts (A.A.), Associate in Science (A. S.), and Associate in Applied Science (A.A.S.). Kingsborough has an open admissions policy offering access to education for those with a high school diploma or those who have passed the General Education Development (GED) tests. Located in Brooklyn, Kingsborough has a diverse student body that reflects the demographics of the borough. Kingsborough students come from 110 different countries and speak sixty-eight different languages. Figures gathered from 2007 enrollment data show the following ethnic breakdown: African American/Black, 32.2%; Asian/Pacific Islander, 12.5%; Caucasian/White, 40.6%; Hispanic, 14.6%; and Native American, 0.1%. Data indicate that among 64% of the first time freshman entering Kingsborough during the fall 2007 semester, nearly 27% reported having a GED, while almost 11% had the equivalent of a high school degree from a foreign country. Additionally, approximately 73% of the incoming freshmen during the fall 2007 semester were enrolled in a developmental course, either English or mathematics or both (Kingsborough Community College. About Kingsborough Community College).

Library Sessions for Freshman Learning Communities

I experimented with keeping a teacher journal during the fall 2007 and spring 2008 semesters for library sessions given for students who participated in the freshman learning communities program at Kingsborough Community College. Learning communities at Kingsborough are comprised of a cohort of twenty-five students who enroll in three classes that are linked by a shared theme and learning goals. Generally, the learning community program consists of an English class (either freshman English or developmental English), a general education class also called a content class (e.g., art, psychology or, biology), and a one credit freshman seminar, Student Development 10 (SD 10). Students targeted for the program are first-time incoming freshman, ranging in age from seventeen to thirty-four, who plan to attend full-time during the day. To achieve an integrated learning experience, the faculty members collaborate by setting learning outcomes, selecting texts, and creating shared assignments (Kingsborough Community College. Learning Communities at Kingsborough 2008).

During the 2007/2008 academic year, I documented a total of 15 library classes, ten during the fall term and five during the spring. The library sessions were one-shot presentations that run for one hour in length during the class time for Student Development 10, a freshman seminar that prepares students for college life. Student Development 10 (SD 10) is an important component of the learning community construct. A one credit course that meets weekly, SD 10 supports students in their transition from high school to college. In addition to the library session, the course covers instruction in registration, time management skills, learning styles, career exploration, and understanding diversity. SD 10 is taught by instructors/case managers

who do extensive outreach to students and work closely with the faculty members in the learning community links.

Librarians first became involved with the learning communities program during the fall 2005 semester. One year later, the library sessions were included as part of the SD 10 program of study. These sessions familiarize the students, most of whom have had little experience using libraries, to the resources available in the library and to the library's online databases. The stated goal of the library classes is to help students become "information-competent in order to succeed and compete in today's networked world" (Graziano-King 2008, 8). What's more, the program was designed to facilitate collaboration between librarians and instructional faculty aiming to embed library instruction into the course content.

With this in mind each semester the librarians collaborate with faculty members to set up presentations based upon assignments shared by the English and general education professors. Optimally, the faculty members provide the librarian with a copy of the class syllabus and shared assignment which contains a research component. The librarian then prepares a lesson that takes the students through the process of doing research for the assignment which provides a focus for introducing the students to resources in the library. For example, an English class linked with a business administration class shares an assignment where students are asked to write about an assigned company, discussing its operations, profitability, and ethical standards. The library session emphasizes how to research a company using online databases such as *LexisNexis* and EBSCO's *Business Source Premier*.

Reflective Teaching Journal Example

To illustrate the use of my reflective teaching journal, I have selected journal entries and class handouts for a freshman English and introduction to macroeconomics learning community link. I structured my journal entries by loosely following Jay and Johnson's methodology of descriptive, comparative, and critical reflection dimensions. Appendix 1 is an exhibit of my completed account for the fall 2007 library session. The entry developed in phases, starting with my pre-semester preparation. During the planning phase, I set up the document to capture descriptive elements such as the names of faculty members, link theme, and the date and time of the library class. Additionally, I included a background section where I noted my communication with the instructional faculty and the nature of the integrated assignment that the students would be working on for both classes.

Laying out these details in the journal was useful as a reference for mapping out the content of the class and for creating a corresponding handout (See Appendix 2). I structured the class to start with a brief PowerPoint slide presentation that gave an overview of the resources in the library. Next, I used the integrated assignment, a research paper involving an exploration of pollution in China, as the basis for the remainder of my presentation. The greater part of the session consisted of a workshop using EBSCO's *Academic Search Premier* and *LexisNexis* databases. Time was built into the class for students to do their own searching.

After I completed the session, I wrote up my impressions under the class details section of my journal. To encourage reflection, I kept in mind such questions as "Did the students stay on task?" and "Did the students understand my search examples?" I noted problems including difficulties with student comprehension and students wandering off

task. When the fall semester ended I returned to my teaching journal to reread my entries and to reflect further upon the session. At that time I looked to invoke the comparative dimension of Jay and Johnson's typology by evaluating the English and macroeconomics library session with other classes in the learning communities program. As with other classes, the students in the macroeconomics link did not respond favorably to my PowerPoint presentation. Also, they had trouble following my search examples, getting tripped up by spelling. I jotted down my thoughts under the post semester reflections, ending my entry for the fall semester asking the question "How can I do a better job in engaging the students?"

When I began my planning for the spring 2008 semester, I returned to my teaching journal for guidance. I updated the descriptive elements and background section for the spring semester, noting modifications for the assignment. Rereading my entry from the fall semester, I asked "How can I keep the students on task?" and "Would a handout with clearer examples help?" I began my revisions for the spring semester by first jettisoning my introductory PowerPoint presentation. While the presentation only consisted of twelve slides, my reflections strongly indicated that the students viewed it with disinterest. Instead, I chose to follow the advice of Cooperstein and Kocevar-Weidinger (2001), who during their presentation at the 1999 LOEX conference, advocated for active engagement early on in library sessions. I also noted in my journal that students often misspelled words that I used while demonstrating the electronic databases. I revised my handout to include my sample searches, bolding and framing the keywords. Appendices 2 and 4 are a before and after look at my handout. After I completed the library session, I made a note of the class details (see Appendix 3).

When I completed all my spring 2008 library sessions for the learning community program, I made a note of my reflections once again. I tracked my progress, comparing the fall semester sessions with those just completed during the spring. The English and macroeconomics library class went much better compared to the fall session, as did my other classes. I observed that starting the class immediately with the hands-on component helped keep the students engaged. My handout that laid out the in-class search examples was useful for keeping the students on task, cutting down on the misspellings and confusion. I discovered that I was pacing my demonstration in a slower, more measured manner, to which the students responded favorably. I found myself listening to the students' tapping of the keyboards as a cue for pacing my presentation. Additionally, I made note to investigate for future sessions the use of research portfolios for students.

To gain additional feedback, I shared my teaching journal with the librarians who also conducted library sessions for the learning communities program. One of my colleagues was already keeping a log to capture the basics regarding her sessions. She used the log primarily to track communication with the learning community faculty members, to identify sources for the sessions, and to record problems with specific classrooms. After reviewing my teaching journal, my colleague felt that it would be useful to extend her log into a journal in order to collect and retain her observations in a central location.

On the whole, I found keeping a teaching journal to be a valuable experience. Prior to maintaining the journal, I would mentally review my classes to see how I could make improvements. The journal formalized the process, providing a repository for my

perceptions and ideas. Having a written account of my instruction experiences helped me

to hone in on what worked best during the library sessions. As a relative newcomer to

the classroom, the journal acted as a mechanism for me to develop greater awareness of

my role as a teacher. Moreover, I discovered that the journal helped me to express more

clearly my ideas about library instruction to other faculty members and colleagues, and,

most importantly, to communicate better with students. Although I do not think that

keeping a reflective teaching journal is a replacement for other forms of instructional

development, I do believe that it is a low-cost, readily accessible technique that can

inform one's professional practice.

Criticisms of Reflective Practice in Education

Librarians looking to keep a reflective teaching journal may want to bear in mind

the criticisms of reflective practice, particularly as it is carried out in pre-service and in-

service teacher education programs. Dismissing reflection as puffed-up rhetoric,

Freedman (2006) argues that educators have taken an ordinary activity and transformed it

into an inflated endeavor. He dismisses reflection as a trendy buzzword for merely

thinking about what one is doing. Freedman touches on the issue that reflection may

operate as an illusion for teachers who have lost power in the classroom as a result of

standardized tests. Likewise, Zeichner (1996) concludes that reflective practice has done

little to involve teachers in creating greater equity and social justice in education.

Instead, he maintains that reflection as it relates to teacher development has resulted in

generating a cure-all, while ignoring overriding influences of racism and poverty on

educational attainment. Zeichner calls for teacher education programs that connect

teacher reflection with efforts to create a more equitable education system.

Conclusion

Criticism aside, educators have documented the value of keeping a reflective journal to improve teaching (Boyd and Boyd; Gorman; Hobson; Shepherd). After experimenting with maintaining a journal for library instruction classes for a learning community program, I concur that the methodology is a source of inspiration and development. Continuing to implement the teaching journal for the learning community library sessions likely will yield additional insights to improve instructional techniques. As Jay and Johnson propose, reflection leads to new perspectives which in turn direct the practitioner to additional actions and experiments. Cooper and Stevens's (2006) study of four higher education professionals who kept journals revealed that journal writing can guide one to a more organized and meaningful professional life. What's more, journal writing is a technique that academic librarians can employ as they strive to gain the teaching skills articulated in ACRL's Standards for Proficiencies for Instruction Librarians and Coordinators (2007). Ultimately, librarians who are effective in examining their own practice are more likely to succeed in teaching students to be discerning information users (Varlejs and Stec 2003).

References

Association of College and Research Libraries, American Library Association. Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators. http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm.

Association of College and Research Libraries, American Library Association. Library instruction courses offered by accredited master's programs in library and information studies. http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/iscommittees/webpages/educationa/libraryschools.cfm.

Boyd, J, and S. Boyd. 2005. Reflect and improve: Instructional development through a teaching journal. *College Teaching* 53:110-114.

Cooper, J., and D. Stevens. 2006. Journal−keeping and academic work: Four cases of higher education professionals. *Reflective Practice* 7:349-366.

Cooperstein, S. and L. Kocevar-Weidinger. 2001. "Please don't touch the keyboards!" – Hands-on (?) instruction in the electronic classroom. In *Library user education in the new millennium: Blending tradition, trends, and innovation: Papers presented at the twenty-seventh national LOEX library instruction conference held in Houston, Texas, 11 to 13 March 1999:* eds. J. K. Nims and A. Andrew, 49-68. Ann Arbor, MI: Pierian Press.

Dewey, J. 1933. How we think: A restatement of the relation of reflective thinking to the educative process. Boston: DC Heath and Company.

Farber, E. I. 1999. College libraries and the teaching/learning process: A 25-year reflection. *The Journal of Academic Librarianship* 25:171-177.

Freedman, S. G. 2006. Upon further reflection, A few random thoughts. *The New York Times*, August 30: 8. http://www.lexisnexis.com.

Gorman, D. 1998. Self-tuning teachers: Using reflective journals in writing classes. *Journal of Adolescent & Adult Literacy* 41:434-442.

Graziano-King, J. 2008. Building learning communities: The Kingsborough model. Brooklyn, NY: Kingsborough Community College.

Grimmett, P. P., A. M. Mackinnon, E. L. Gaalen, and T. J. Riecken. 1990. Reflective practice in teacher education. In *Encouraging reflective practice in education: An analysis of issues and programs*, eds. R. T. Clift, W. R. Houston and M. C. Pugach, 20-38. New York: Teachers College Press.

Hobson, D. 1996. Beginning with the self: Using autobiography and journal writing in teacher research. In *Teachers doing research: Practical possibilities*, eds. G. E. Burnaford, J. Fischer and D. Hobson, 1-17. Mahwah, N.J: L. Erlbaum Associates.

Holly, M. L. 1989. *Writing to Grow: Keeping a personal-professional journal*. Portsmouth, N.H: Heinemann.

Hopkins, F. L. 1982. A century of bibliographic instruction: Professional and academic

      legitimacy. *College and Research Libraries* 43:192-198.

Jay, J. K.,and K. L. Johnson. 2002. Capturing complexity: A typology of reflective

      practice for teacher education. *Teaching and Teacher Education* 18:73-85.

Julien, H. 2005. Education for information literacy instruction: A global perspective.

      Journal of Education for Library and Information Science 46:210-216.

Kilcullen, M. 1998. Teaching librarians to teach: Recommendations on what we need to

      know. *Reference Services Review* 26:7-18.

Kingsborough Community College. About Kingsborough Community College:

      Enrollment data profile.

      http://www.kbcc.cuny.edu/EnrollmentDataProfile/index.htm.

———. Learning Communities at Kingsborough Community College.

      http://www.kingsborough.edu/faculty/learning_communities/index.htm.

Loughran, J. J. 2002. Effective reflective practice: In search of meaning in learning about

      teaching. *Journal of Teacher Education* 53:33-43.

Lynch, B. P., and K. R. Smith. 2001. The changing nature of work in academic libraries.

      College & Research Libraries 62:407-20.

Progoff, I. 1992. *At a journal workshop*. Rev. ed. Los Angeles: Jeremy P. Tarcher.

Schmuck, R. A. 2006. *Practical action research for change*. 2nd ed. Thousand Oaks, Calif: Corwin Press.

Schön, D. A. 1987. *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

———. 1983. *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Shepherd, M. 2006. Using a learning journal to improve professional practice: A journey of personal and professional self−discovery. *Reflective Practice* 7:333-348.

Shonrock, D. D., and C. Mulder. 1993. Instruction librarians: Acquiring the proficiencies critical to their work. *College & Research Libraries* 54:137-149.

Thomas, D. B., ed. 2004. *Reflective teaching: A bridge to learning: Selected papers presented at the thirty-first national LOEX library instruction conference, held in Madison, Wisconsin, 8 to 10 May 2003*.   Ann Arbor, MI: Pierian Press.

Valli, L. 1997. Listening to other voices: A description of teacher. *Peabody Journal of Education* 72:67-78.

Varlejs, J., and E. Stec. 2004. Workshop on educating reflective user instruction librarians. In *Reflective teaching: A bridge to learning: Selected papers presented at the thirty-first national LOEX library instruction conference, held in Madison, Wisconsin, 8 to 10 May 2003*. ed. D.B.Thomas, 57-59. Ann Arbor, MI: Pierian Press.

Walter, S. 2006. Instructional improvement: Building capacity for the professional development of librarians as teachers. *Reference & User Services Quarterly* 45:213-218.

———. 2008. Librarians as teachers: A qualitative inquiry into professional identity. *College & Research Libraries* 69:51-71.

Westbrook, L. 1999. Passing the halfway mark: LIS curricula incorporating user education courses. *Journal of Education for Library and Information Science* 40:92-8.

Zeichner, K. M. 1996. Teachers as reflective practitioners and the democratization of school reform. In *Currents of reform in preservice teacher education*, eds. K. M. Zeichner, S. L. Melnick and M. L. Gomez, 199-214. New York: Teachers College Press.

<div style="text-align: center">

Appendix 1
Sample Reflective Teaching Journal Entry for Fall 2007

</div>

Class: Link 9 [English 12/ Economics 12 (Macroeconomics)]
Date: 10/18/2007
Time: 11:30 to 12:30
Instructors: English Professor X/Economics Professor Y/SD 10 Instructor Z

Background:

During a learning communities meeting at the beginning of the semester, economics Professor Y told me that the class will be working on an assignment about China and pollution. I confirmed the assignment with an email sent on Oct. 15.

Class details:

Students knew where the KCC library was located and have been to the library. Students did not understand how to use an online catalog to look up books. Students were aware of Wikipedia and that it may not be correct. One student was impressed by the power of the databases. Generally the students seemed bored and restless, impatient with my PowerPoint. They acted irritable and fidgety, or politely sat at their computer workstations with blank expressions. I saw a particularly hostile reaction to my slide that showed what resources were located on each floor. Some students had difficulty spelling words like 'environmental' during the hands-on phase. The assignment is not due until much later in the semester. Students seemed irked to get library instruction so far in advance of the deadline for their paper. Question to myself: How can I engage the students?

Post Semester Reflections:

The students are clearly millenials. They are used to surfing the web, checking emails, talking on their cell phones, texting, and other kinds of multitasking.

I need to figure out how to engage the students from the start of the session. I also need to try to figure out how to slow myself down so that I am not getting ahead of the students.

Would a handout with clear examples help? The students often get tripped up with spelling. If I had the search examples on the handout it would cut down on some confusion.

How can I do a better job in engaging the students?

Appendix 2
Sample Handout for Fall 2007

How to Find Articles from Electronic Databases

Access databases from:
http://www.kbcc.cuny.edu/kcclibrary/articles/DBLibrary/alphalist.php

Magazines and Journals:

Academic Search Premier
Academic Search Premier contains articles from more than 4,500 publications covering a variety of subjects including sociology, literature, psychology, popular culture, political science, and ethnic studies. Check the full text box and enter topic into the search boxes.

Newspapers:

Lexis-Nexis
Lexis-Nexis contains newspaper articles from important daily newspapers including The New York Times and The Washington Post. Select the news tab and enter topic into the search box. Choose the news source and date range.

How to Start Your Research

1. Identify words that best describes your topic.
    Examples:
              China

2. Combine words to get more specific information about your topic.
    Examples:
              China and Environmental Policy
              China and Pollution
              China and Greenhouse Gases

4. Evaluate your research results by thinking about the following:

    (a) Does the article cover your topic?
    (b) Where was the article published?
    (c) When was the article published?
    (d) Does the article provide background information about the author?

5. If the article answers your research question, try finding more like it by using similar subject or keywords.

Appendix 3
Sample Reflective Teaching Journal Entry for Spring 2008

Class: Link 9 [English 12/ Economics 12 (Macroeconomics)]
Date: 4/17/2008
Time: 12:40-1:40
Instructors: English Professor X/Economics Professor Y/SD 10 Instructor Z

Background:

On Mar. 28 I emailed instructional faculty about the upcoming class. English Professor X responded with an assignment that required students to research China's economic development in relation to environmental costs of economic expansion.

Class details:

I prepared a handout that showed two search examples, one from *Business Source Premier* and the other from *LexisNexis*. I showed the students how to find references in articles for primary source material, like government or agency Web sites for China. Going right into the hands-on lesson seemed to help keep more students on task. The handout showing the search example kept students from misspelling words like 'environmental.' I learned how to slow my pace by listening to the keyboards tapping and consciously breathing. Students drifted during the mid point of the lesson. Alas, the class is on the day before spring break which is a beautiful 70 degree day. Given these conditions, I think the students could focus on only one search example.

Post Semester Reflections:

The class went better. Getting rid of the PowerPoint and starting right in with hands on helped to keep the students engaged. I was happy with my handout that included the search examples in highlighted boxes. It cut down on spellings errors and confusion.

I am wondering if examples of student research logs or portfolios would be useful for the linking professors.

I think I will personally speak with any new SD 10 instructor to help keep students on task during the session. An email seems to do the same seems too formal.

I need to remember to slow myself down during class by listening to the tapping of the keyboards and by taking a few deep breaths as well as asking the students if they are encountering any problems.

Appendix 4
Revised Sample Handout for Spring 2008

How to Find Articles from Electronic Databases

Access databases from:
http://www.kbcc.cuny.edu/kcclibrary/articles/DBLibrary/alphalist.php

Magazines and Journals:

1. Choose *Business Source Premier* to find business and economic news.

2. Enter keywords China and environmental conditions into search box.

3. **Refine** search by checking **full-text box**, selecting **document type article**, and setting **number of pages greater than 1.**

4. Click on link for article **"Don't drink the water and don't breathe the air."** *Economist* Jan. 26, 2008.

5. **Read** article to find more information. For example, look on the Internet to find the Web site for China's **State Environmental Protection Administration** (http://english.sepa.gov.cn)

Newspapers:

1. Search *Lexis-Nexis* to find newspaper articles.

2. Select **News** from red menu bar at the top of the page

3. Enter China in the search box and select In Headline from the drop-down box

4. Enter economic and statistics in the next search box.

5. Choose **The New York Times** from the **Select Sources** box.

6. **Specify date** to **Previous Year** and click **red search button.**

7. See **"China's Rate Of Inflation Is Highest In 11 Years"** from **March 11, 2008.**

8. Look on the Internet to view data from China's **National Bureau of Statistics (http://www.stats.gov.cn/english/)**