IMPROVING INFORMATION LITERACY INSTRUCTION THROUGH REFLECTION

WHY?
- EVALUATE
- IMPROVE
- DEVELOP INFORMATION LITERACY INSTRUCTION AS A PART OF OUR QUALITY WORK

HOW?
- SELF REFLECTION
- REFLECTIVE TEACHING FORM
- SAVE AND SHARE REFLECTIONS
- PEER LEARNING

REFLECTIVE TEACHING FORM
Tip! It may be helpful to look at the form before you meet the students. Plan half an hour for reflection after the session so you don’t forget.

REFLECTIONS:
- DATE OF SESSION
- LOCATION
- FACULTY/INSTITUTION/PROGRAMME/COURSE
- TEACHING STAFF
- NUMBER OF PARTICIPANTS

ACTIVITY DESCRIPTION, GOALS AND OBJECTIVES:

OBSERVATIONS:
- expectations, student responses, teachers’instructions, outcomes, ambiguities

HOW DID THE ROOM/TECHNOLOGY WORK?
(For example computers, sfx, databases, furnishing):

How do I feel after this session?
Why do I feel this way?
What went well/not so well?
What felt good/not so good?

CONCLUSIONS/ACTIONS/FOLLOW-UP:
- What have I learned?
- What improvements can I make?
- What do I want to do differently next time?

HOW CAN I MAKE THE STUDENTS MORE ACTIVE AND INVOLVED NEXT TIME?

EXPERIENCES
- TIME FRIENDLY METHOD
- ALLOW TIME FOR REFLECTION
- EASY TO SHARE REFLECTIONS
- NATURAL PART OF TEACHING PROCESS
- SUPPORT RECOLLECTION
- FACILITATE WORKING WITH PROGRESSION
- DISCUSSION
- IMPROVED COLLABORATION

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