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:**

**Syllabus**

**Currere Process**

1. **REGRESSIVE**
   - Analysis of one’s intellectual biography

2. **PROGRESSIVE**
   - Description of one’s imagined future

3. **ANALYTICAL**
   - Psychoanalysis of one’s phenomenologically described educational present, past, and future

4. **SYNTHESIS**

**Area of Research Analysis**

- Participant
  - Life Experiences
  - Beliefs
  - Relationships
  - Understandings
  - Expectations

- Librarianship
  - Experiences
  - LIS Education
  - Philosophy
  - Career
  - Expectations

**2014 ALISE Conference**
Rick Stoddart, Oregon State University