Developing Dispositions for Inquiry: Librarians and Faculty Working Together

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Teacher Education

Study area
EDUCATION LIBRARY INSTRUCTION PROGRAM

- LLED 310 (14 sections 532 students)
- EDUC 311 (14 sections 336 students)
- Orientation for Teacher Education Instructors

- EDST 314 (17 sec. 644 students) Social Issues in Education
- EDST 426 (2 sec. 72 students) Historical Texts
- ECPS 312 (3 sec. 98 students)

Introduction to Education Library Collections and staff, UBC Library services, School District services and Ministry of Education resources

Locate and critically evaluate professional journal literature in Education. Copyright and ethical use of information implications for educators.

Critical evaluation of multimodal curriculum materials (Canadian, cultural, indigenous, gender, readability); familiarity with BC recommended learning resources.

Information literacy across the disciplines K-12 Pedagogical considerations (plagiarism, remix culture, citation, inquiry in the classroom, research process)

- EDCP 331 (7 sec. 241 students)
- EDCP331A (2 sec. 68 students)
- EDCP 308 (1 sec. 68 students)
- LLED 440 (1 sec. 30 students)
- LLED 449 (1 sec. 38 students)
- LLED 444 (1 sec. 38 students)

- LLED 320 (11 sec. 418 students)
- Authorfest 2011
- LLED 301 (20 sec. 516 students)
In this context we’ll explore . . .

Dispositions for inquiry

Problem based learning (PBL)

Some of its successes and challenges

Future planning
Bibliography

- Dispositions Brown
- Problem Based Learning
  - Pelikan
  - Enger
- Collaboration
  - Lee
  - Kovaliki
  - Eldridge
Who amongst these educators is known for identifying three dispositions that are pre-conditions for reflective action?

a) Michael Fullan  
b) John Dewey  
c) Donald Schon  
d) Ivan Illich  
e) I’m not sure as I lack familiarity with these individuals.
John Dewey (1933)

Three dispositions according to Dewey . . .

- “Openmindedness”
- “Responsibility”
- “Wholeheartedness”
Which university in North America was the first to use Problem Based Learning? In what year?

a) University of Toronto
b) University of New Mexico
c) McMaster University
d) McGill University
e) Harvard University
<table>
<thead>
<tr>
<th>Problem Based Learning was used in medical education in 1965 and implemented by Dr. Howard Barrows over four years.</th>
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Can you name 10 subject areas where PBL is used now?

<table>
<thead>
<tr>
<th>1. Medicine</th>
<th>6. Education</th>
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<tbody>
<tr>
<td>2. Dentistry</td>
<td>7. Business</td>
</tr>
<tr>
<td>3. Nursing</td>
<td>8. Math</td>
</tr>
<tr>
<td>5. Law</td>
<td>10. Engineering</td>
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<tr>
<td></td>
<td>11. Learning to Learn (Hong Kong)</td>
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</tbody>
</table>
What are disposition(s) for inquiry?

Dispositions are *properties or characteristics* within individuals—those *tendencies, propensities, or inclinations* attributed to and exhibited by an inquiring person.

They are what a person is likely to do in particular situations and how it manifests itself is contingent on the situation and context. (Brown & Thomas, 2008)
Context

Changing Libraries and Learners
What are specific dispositions for inquiry?

- Open mindedness
- Divergent thinking
- Ability to question assumptions
- Desire for multiple perspectives
- Making informed decisions
- Ability and comfort in using libraries
- Connecting lives and learning
Open-mindedness

Open-mindedness . . . means: "receptive to arguments or ideas . . . Ready to entertain new ideas"[1]

Test your openmindedness

Do you think C11’s digital locks used to prevent unauthorized copying and distribution are too restrictive for educational institutions?

(Conservapedia.com)
Have you seriously considered the evidence for this idea?

1a. If no, then is that because you have never heard of it?

  1aa. If you have never heard of it, then will you seriously consider the evidence?

  1ab. If you have heard of it, but have never seriously considered the evidence, then on this question you lose a point for lack of open-mindedness.
If yes then . . .

2b. how much time have you spent reviewing the evidence? What evidence did you look at?

2ba. If less than 1 hour, then you lose a point for lack of open-mindedness.

2bb. If more than 1 hour, then ... you gain a point for open-mindedness.

2bc. If you have not reviewed the evidence due to lack of time or interest, have you formed an opinion about the idea anyway? You lose a point.
More dispositions for inquiry

- Constructing reasoned arguments
- Seeking advice from others
- Drawing on research to inform practice
- Intellectual curiosity
- Appreciative of individual choice
- Wanting to augment knowledge
Problem based learning in teacher education is premised on dispositions of inquiry.

Investigate what is meant by dispositions of inquiry in a Problem Based Learning Cohort (PBL) in teacher education.

Will be conducted over two academic years and will include teacher candidates, tutors, and resource persons (faculty) in the Problem Based Learning Cohort (PBL).
Procedure

- survey the PBL teacher candidates, tutors, and resource persons (faculty) to identify and explicate their notions of inquiry and its role in learning to become a teacher.

- conduct individual interviews with the PBL teacher candidates

- examine their artefacts (case packages, presentations, and e-folios)
So why would librarians be interested in PBL?

- Learn more about the PBL process
- Be part of the professional community and learning team
- Determine faculty-library connections
- Be engaged in authentic information literacy tasks
Go to Dr. Margot Filipenko (http://knov.io/KVCUQ2)
University of British Columbia
To embed library instruction in select cases

- Case I  --  Library orientation
- Case 7  --  Practicum inquiry
- Case 8  --  Planning for instruction (Information literacy)

Ensure that for each case that the library has resources about the primary issues.
Inquiring & Sharing Together

- Assist with copyright issues and help with posting key resources into the Vista Course
- Ensure that students know how to cite/present information ethically from resources
- Create opportunities to build community involving librarians, teacher-librarians and library staff
Together for learning

Ontario School Library Association ‘s Vision for 21st Century Learning
Reframing our work

- Faculty/librarians plan curricula together
- Be “co-investigators” in and active in the learning community
- Thrive in uncertain messy ongoing processes
- Connect to the learners
- Share intellectual curiosity
- Appreciate individual choice
- Be part of “knowledge” construction
- Avoid assuming the role of “reference librarian”
<table>
<thead>
<tr>
<th>LIBRARY INSTRUCTION</th>
<th>LEARNING COMMUNITIES</th>
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<tr>
<td>Highly structured</td>
<td>Opportunistic</td>
</tr>
<tr>
<td>Limited duration</td>
<td>Throughout course</td>
</tr>
<tr>
<td>Librarian guest lecturer</td>
<td>Librarian as faculty partner</td>
</tr>
<tr>
<td>Librarian is expert</td>
<td>Librarian learns with the students</td>
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<tr>
<td>Focus on the library</td>
<td>Focus on developing dispositions for inquiry</td>
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(Adapted from Lippincott, 2002)
Guide inquiry through questions

> What are you looking for?
> What idea in your problem statement are you trying to state as a search term?
> Does the term you are searching with have other meanings in other contexts and have you thought about how that has an impact on your choice of terms?
> Restate the core concepts of the original question

(Pelikan, 2004)
Different Problem Formats Other Than a Case

- Scenarios, Video clips, Physical Objects
- Dialogues, Photographs, Letters
- Cartoons, Poems, Metaphors
- Diagrams, Limericks, Requests
- Set of Playing cards, Posters
- Dilemmas, E-mails, Briefs
- Quotations
- Newspaper articles
- T.V. Shows
Success in the PBL program

- Development of good cases . . .
  - Rich, relevant, open ended
  - Embedded information literacy

- Increased library use . .
  - Increased circulation
  - Personal connection to the library

- Professional learning community . . .
  - Trust and openness
  - Ongoing evaluation
Success in the PBL program

✧ As a student . . .
  β Develop dispositions for inquiry
  β Self regulated

✧ As a faculty member . . .
  β Guide on the side
  β Socratic method
  β Content knowledge

✧ As a librarian . . .
  β Enjoy the messy nature of it
  β Don’t need to know all the answers
Challenges

- Making time to be part of the community
- Restructuring our current program
- Strategically planning for inquiry
- Determining measurable objectives
- Getting used to a “flipped classroom”
- Letting go of content
- Focusing on process
Future Planning—Dispositions Focus

Dispositions for Inquiry

- Ability and comfort in using libraries Canadian culture.
- Open Mindedness
- Divergent thinking
- Ability to question assumptions
- Desire for multiple perspectives

- Intellectually curious
- Fostering dispositions of inquiry in your students (plagiarism, remix culture, citation, inquiry in the classroom, research process)

- Making informed decisions
- Drawing on research to inform practice
- Copyright and ethical use of information implications for educators.

LLED
- Orientation for Teacher Education Instructors

EDST
- ECPS

Portfolio
- Inquiry Project

Curriculum and Pedagogy courses
Inquire, Imagine, Inspire

Dispositions
- Openmindedness
- Persistence
- Curiosity
- Flexibility

Abilities
- Argument
- Critical thinking
- Synthesizing
- Presentation

Skills
- Questioning
- Searching
- Technology
- Use of libraries
- Awareness of databases

Inquiry

Faculty

Teacher Candidate

Librarian
Teaching and learning programs are changing.
How can we foster dispositions critical for inquiry in a networked world?