

# **Talk About It: Using Collaborative Peer Conversation to Articulate Intention and Reflect Upon Action**

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**Oregon Library Association/Washington Library Association**  
**2013 Conference**  
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# **The Existential Conversation**

## **Why are We Here?**

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**Learning Outcomes:**

**Participants will be able to:**

- 1. Structure a collaborative peer conversation with a colleague based on sample questions.**
- 2. Differentiate formative on-going, collaborative assessment vs. summative periodic, high stakes evaluation activities.**
- 3. Articulate intentions in a conversational manner with a colleague and reflect upon those intentions in the context of teaching.**
- 4. Improve individual teaching practice by engaging in a personal formative assessment cycle of intention, action, and reflection.**

# **Collaborative Peer Conversation**

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- **Thinking about and talking about teaching to promote self-directed, purposeful changes and student learning.**
- **Observations from the “planning” of a lesson and the “actual” lesson (comparison of the intended outcomes and the actual outcomes).**

# **Collaborative Peer Conversation**

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**“The quality of student learning is directly, although not exclusively, related to the quality of teaching.**

**Therefore, one of the most promising ways to improve learning is to improve teaching.”**

**- Thomas Angelo**

**from *Classroom Assessment Techniques***

**When you think  
about your  
teaching, what  
do you think  
about most  
often?**

**Be specific!**

# The Journey

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**Cognitive Coaching (Costa and Garmston)**  
- coach is integral—questioning technique



**Reflective Peer Coaching**  
- self-actualization/teacher integral  
- the word coach was confusing



**Collaborative Peer Conversation**  
- self-actualization/teacher integral  
- centers on colleagues  
- formative on-going process

# **Collaborative Teaching**

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**Peer and collegial approaches to teaching, all too often, takes the form of mentor/mentee, observer/instructor, or coach/understudy using checklists and comment sheets with the result being more of a peer review or evaluation.**

**Summative Evaluation**  
(sporadic, high stakes, judgmental  
“great teacher” or “good job”)

***VS.***

**Formative Assessment**  
(continuous, introspective, self-  
improvement, growth)

**What criteria can  
we use to  
observe and  
evaluate  
teaching?**

# **Collaborative Peer Conversation**

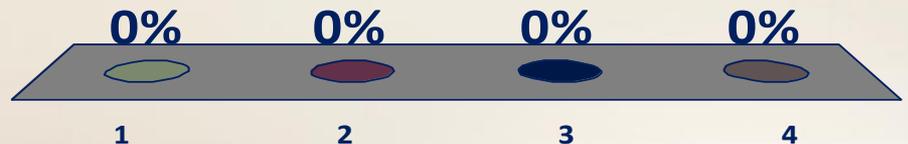
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**A formative process that facilitates introspection and self-awareness prior to, during, and after teaching.**

# I rarely have time to talk about teaching with my colleagues.

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- 1. Strongly Agree**
- 2. Agree**
- 3. Disagree**
- 4. Strongly Disagree**



# **Collaborative Peer Conversation**

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**A desire for more conversation  
is not surprising given that  
teaching librarians experience  
teaching as an isolated act.**

**- Caroline Sinkinson (2011)**

# **The Intentional Teacher**

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**A primary characteristic  
of an outstanding  
teacher is intentionality–**

**Having a purpose with  
which to cultivate  
informed reflection.**

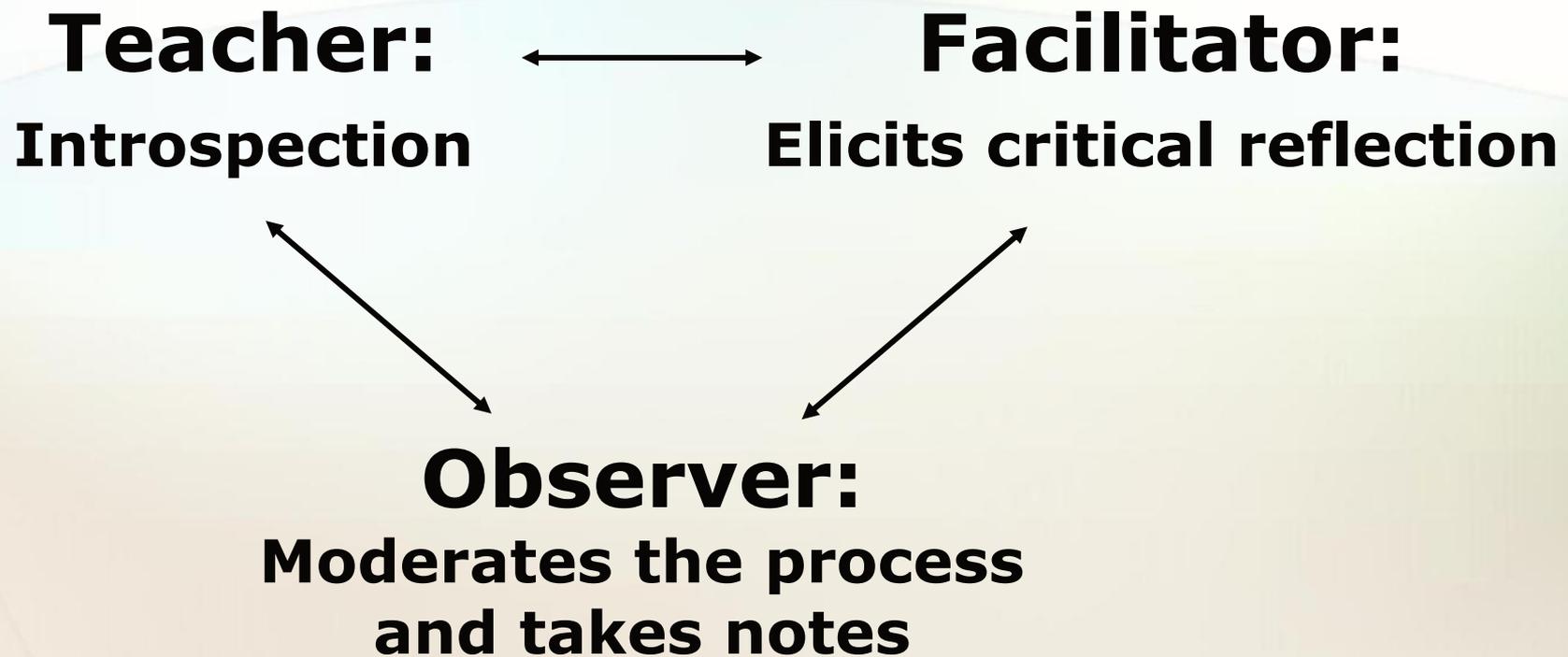
# Levels of Reflection (Schön)

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- ***Knowing in action*** - thinking about teaching is embedded in the act of doing—informs intention
- ***Reflection in action*** – teaching is informed by interpretation of the immediate situation during teaching without stopping
- ***Reflection on action*** - thinking afterwards about what happened while teaching

# Collaborative Peer Conversation

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**Trust & Collegiality**

# **The Role of Facilitator**

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**Facilitators actively listen without judgment and encourage instructors to think about and explore their teaching practice.**

# **Let's try a planning conference**

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- 1. Team up in pairs.**
- 2. Decide your role:  
teacher or facilitator.**
- 3. Think of a class that you will  
be teaching.**
- 4. Use the pre-conference  
planning questions as a  
guide to interview your  
teaching partner.**

# So far, the process seems very clear. I understand my role as teacher and as facilitator.

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- 1. Strongly Agree**
- 2. Agree**
- 3. Disagree**
- 4. Strongly Disagree**



# Collaborative Peer Conversation

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**Intention:**

**Planning conference**

**Reflection:**

**Reflective Conference**

**Classroom  
Experience**

**Critical Incidents:  
Transformative Events**

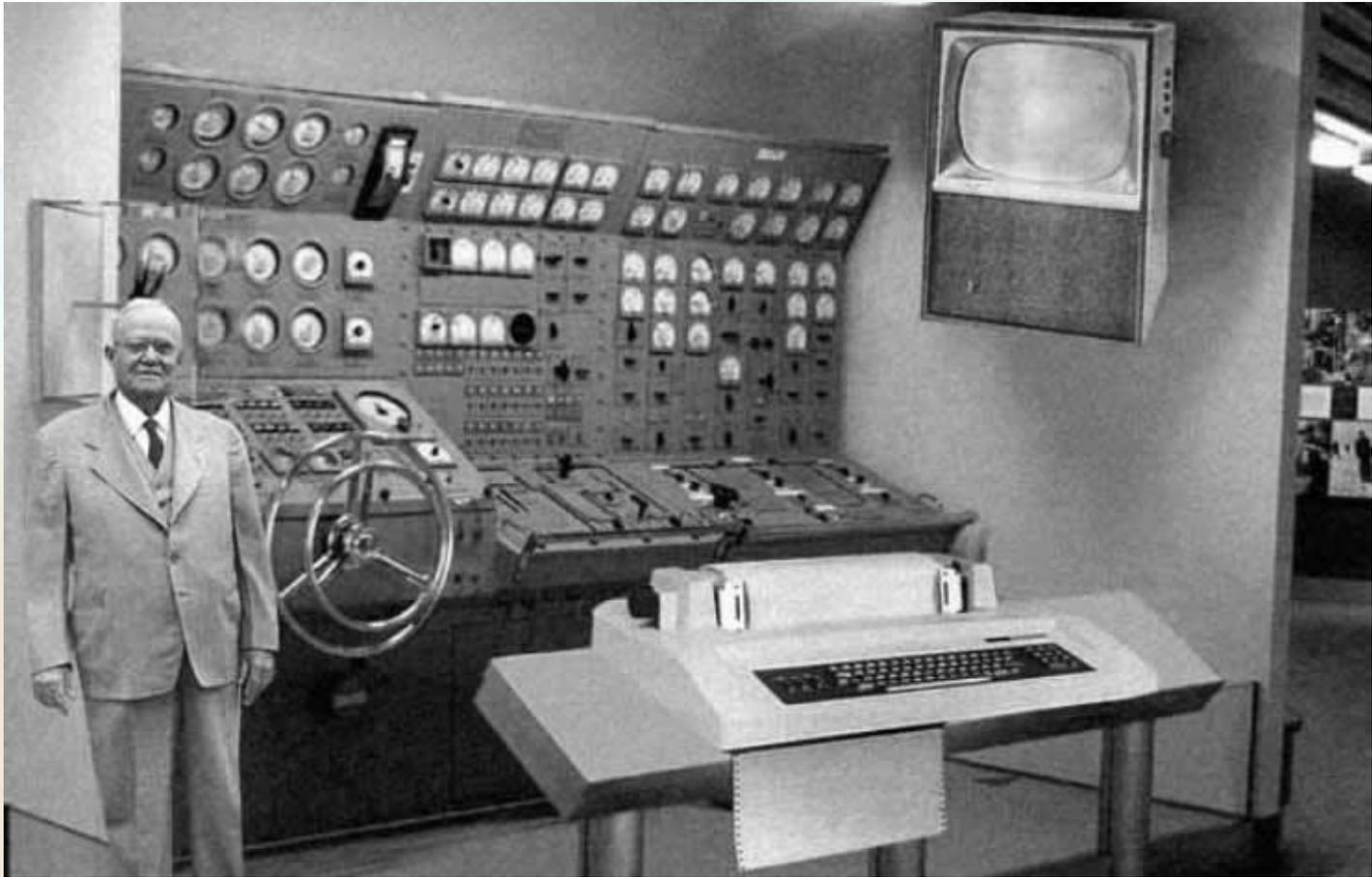
# **Why Reflection?**

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**“Experience itself is actually the ‘greatest teacher,’” . . .**

# What Does Our Experience Say?

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*Scientists from the RAND Corporation have created this model to illustrate how a "home computer" could look like in the year 2004. However the needed technology will not be economically feasible for the average home. Also the scientists readily admit that the computer will require not yet invented technology to actually work, but 50 years from now scientific progress is expected to solve these problems. With teletype interface and the Fortran language, the computer will be easy to use.*

# Why Reflection?

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**“Experience itself is actually not the ‘greatest teacher,’ . . .**

**“we do not learn as much from experience as we learn from reflecting on that experience.”**

- **Thomas S.C. Farrell**  
from *Reflective Practice in Action:  
80 Reflection Breaks for Busy Teachers*

# **Let's try a reflective conference**

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- 1. Team up with your partner.**
- 2. Decide your role:  
teacher or facilitator.**
- 3. Think of a class that you have taught.**
- 4. Use the reflective post-conference questions as a guide to interview your teaching partner.**

# **The Cycle of Reflection**

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- **What am I doing?**
- **Why am I doing what I do?**
- **Is what I am doing effective?**
- **How are students responding to my teaching?**
- **How can I improve what I am doing?**

# References and Resources

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