

6C—Academic Librarians as Teachers and Learners

Writing Our Way into Critical Practice: Using Letters to Reflect upon University Teaching and Information Literacy Instruction, Martha Attridge Bufton, Sarah Todd (Carleton University).

If scholarship is a conversation and research is an inquiry, then how can colleagues collaboratively create critical approaches to teaching and learning in the university? What, why, and how should explorations of ideas unfold if it is to be a concrete professional practice? In this presentation, we explore emotional and relational dynamics of learning and how these shape practices of engagement. We apply these ideas to a joint teaching project in which we worked collaboratively with a group of graduate students in a highly applied program to ground their reflective practice assignments in scholarship.