
Downloaded from: http://sure.sunderland.ac.uk/id/eprint/9648/

Usage guidelines

Please refer to the usage guidelines at http://sure.sunderland.ac.uk/policies.html or alternatively contact sure@sunderland.ac.uk.
Process drawing
A tool to promote reflective practice in information literacy

Leah Emary
Suzie Kitchin
Helen Lawrence
University of Sunderland

Go with the Flow, Photo by Andrew Wulf. Retrieved from https://unsplash.com/photos/yo2EAAIBWNY
Outline

- Why and how does reflectivity fit with information literacy?

- What is process drawing?

- Process drawing activity

- Ideas for how to make it work for you

@LeahEmary, University of Sunderland
Reflection in information literacy

• Making sense
• Achieving coherence
• Useful to develop your teaching practice and professional life
• Useful in the classroom
  • Learners constructing meaning from the tools and skills we teach
  • Incorporating ‘library stuff’ into their subject
  • At the core of IL Standards and often a graduate attribute
  • Criticality and to form the basis of discussion
Process Drawing or Cognitive Mapping

A playful arts and crafts activity where participants model or map for researchers how they:

- Accomplish a task
- Experience a space
- Move through time and space
- ...

This has been used to understand:

- ‘How’ and ‘Why’
- Richness, context
- Language

This is an example of a student’s drawing of their research process

Note ‘the lazy period’

(Smale & Regalado, 2017)
In the classroom

Reflective practice / teaching tool
• Self-sabotage
• Gaps in knowledge or skill
• Making connections
• Strengths
• Misunderstandings
• Language clashes / jargon
• ...

Auditorium photo, Photo by Mikael Kristenson. Retrieved from https://unsplash.com/photos/3aVIWP-7bg8
Now it’s your turn...

- Please follow the prompt on your handout
- We will draw for 10 minutes – please take a better done than perfect approach!
- Exchange with the person next to you, and talk through your maps together.
Discussion

- How could you tailor this activity to your teaching environment?

- What types of questions could you ask to make your library users more reflective in their information search and consumption?

- Do you see other practical ways you could incorporate reflectivity into your teaching?
Further reading


