

## Annotated Bibliography

This literature review focused on topics of reflection, reflective practice and habit formation. The sources within this annotated bibliography both inform and support our rationale for the activities to be included in the next iteration of *An Indigenous Language Advocate's Guide to Reflection*, a collaboration between the Smithsonian Center for Folklife and Cultural Heritage and the Multicultural Initiative for Community Advancement (MICA) Group's Next Steps Pilot Project.

Abbasi A., Khodi, A. (2015). Writing instruction in EFL classes: Does reflection matter? *International Journal of Educational Investigations*, 2, 1, 139-145.

**Summary:** This article explores the use of reflective instruction, learning and writing within the context of EFL classrooms. It was found that writing improved as a result of a reflective instruction and a collective writing activity in which the students were actively engaged in the writing process together.

**Assessment & Reflection:** This source is useful as it provides a strong review of past literature and it triggered some ideas around how reflective writing within Indigenous language might be able to be used within the guidebook.

Amulya, J. (2011). What is reflective practice? Center for Reflective Community Practice. <https://communityscience.com/wp-content/uploads/2021/05/What-is-Reflective-Practice.pdf>

**Summary:** This document published by Community Science summarizes what reflection is and how it can be practiced. It highlights that reflection is the foundation of purposeful learning that is derived from our work and our lives as opposed to books or 'experts'. The way one's reflective practice is carried out can vary. However, designing your practice must be goal-oriented and meaningful driven by questions, dialogue and stories.

**Assessment & Reflection:** Although this is not a primary source, it provides a clear and concise description that is easy to read. This source can provide some background information to help form activity ideas.

Boud, D. Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*. Kogan Page.

**Summary:** This book provides a deep analysis and model of the reflective process as a method for learning.

**Assessment & Reflection:** This source is very rich in information that is relevant to the current project. The seminal work of Boud, Keogh & Walker will influence the structure of and rationale for activities included within the guidebook.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. D.C. Heath.

**Summary:** Within this book Dewey makes the argument that reflection should be a central aim guiding educational processes. He outlines three attitudes that are necessary to implement a reflective practice which are: open-mindedness, responsibility and wholeheartedness. These three attitudes for the pillars of a pedagogical approach that places student identities, experiences, passions and interests at the centre of the discourse.

**Assessment & Reflection:** This book is seminal work on building a reflective practice within the context of education and teaching pedagogy. This source is essential to background knowledge and provides three pillars to structure activities around.

Duckworth, A. L., Milkman, K. L., & Laibson, D. (2018). Beyond willpower: Strategies for reducing failures of self-control. *Association for Psychological Science*, 19, 3, 102-129.

**Summary:** This article explores failures of self-control and strategic interventions that can be used to improve self-control. Interestingly the examples of approaches to improve self-control are organized based on proximity of self and environment and are broken down into strategies targeting cognition or the environment.

**Assessment & Reflection:** This source helps to connect the relevance of building a reflective practice to cognitive strategies to improve self-control and self-regulation. The literature focusing on reflective practice maintains that reflection must become a habit, language learning must also become a habit. Therefore, the information provided in this article is relevant to inform and justify the creation of the guidebook

and also to help us tailor activities that will also promote self-control and regulation within the context of habit formation for language learning.

Ghaye, T., Melander-Wilkman, A., Kisare, M., Bergmark, U., Kostenius, C., & Lillyman, S. (2008). Participatory and appreciative action and reflection (PAAR) – democratizing reflective practices. *Reflective Practice*, 9, 4, 361-397. Doi: 10.1080/14623940802475827.

**Summary:** This article describes PAAR in detail and situates it as an action methodology and improvement process. PAAR as a reflective learning framework is made up of four essential processes including 1) developing an appreciative gaze; 2) reframing lived experience; 3) building practical wisdom; and 4) ethical action and moral courage to use what has been co-produced to demonstrate achievement and move practices and policy positively forward.

**Assessment & Reflection:** This source is very foundational as an introduction to PAAR. It also provides the reader with access to seminal pieces concerning topics of reflective practice, the importance of the critical self and collective reflection. PAAR aligns well with the current project as it encourages both hopeful creativity and critical thinking.

Hernandez, A. M. (2017). Reflective and transformative practice in bilingual teacher preparation: Examining cross-cultural and linguistic equity. *Issues in Teacher Education*, 26, 2, 67-87.

**Summary:** This article focuses on the importance of reflective and transformative practice in bilingual teacher education. It acknowledges the challenges of dominant cultural discourse on linguistic equity and bilingual classroom settings and discusses the importance of building a community of practice to interrupt the sociopolitical contexts of the dominant culture and positions reflective practice as a tool to overcome this challenge.

**Assessment & Reflection:** This source provides support that learning to teach for social justice is a dynamic process that begins with building a reflective practice through examination of self and understanding one's own language and cultural context. This source is of interest as Indigenous language learning is resistant and conflicts with the dominant Western cultural discourse and sociological context. Therefore, the information shared within the article could be relevant for Indigenous language teachers, practitioners and learners.

Lewis, B. (2014). Teaching in the shadow of sekou: Reflective practice, culturally relevant and student-centered pedagogy and the research to performance method. Published M.A. thesis. <http://search.proquest.com/docview/1508835908/abstract/2E85DFD1A97A49F7PQ/1>

**Summary:** This thesis document explores culturally relevant and student-centered teaching pedagogy. The author provides a comprehensive review of the literature on reflective practice as a critical student-centered pedagogy that can increase opportunities for success. It is concluded that culturally relevant and student-centered methods are essential for educators to pursue as they encourage critical thinking, open space for empowerment and also increase student agency.

**Assessment & Reflection:** This article provides a synthesis and review of seminal literature focusing on reflective practice as pedagogy. The main strength of this thesis document is within the literature review as it provides a review and analysis of information provided in books that I have not been able to get access to but are seminal pieces of literature within the field of research exploring reflection and reflective practice.

Marcondes, M. I., Leite, V. F. A, Ramos, R. K. (2017). Theory, practice and research in initial teacher education in Brazil: Challenges and alternatives. *European Journal of Teacher Education*, 40, 3, 326–351. Doi: 10.13039/501100003593.

**Summary:** This paper presents a review of literature focusing on concepts of reflective practice and research, critical thinking, and collective collaborative educational processes for the professional development of student teachers. It also discusses National curricular guidelines, two teacher education experiences and the government grant program (PIBID) all within the Brazilian context.

**Assessment & Reflection:** This article is valuable as it provides a synthesis and document analysis on literature focusing on reflective practice within education. It also provides insight into how reflective practice was very empowering within two Brazilian teacher education programs. This source is a great integration of both theory and practice. It provides more literature with various perspectives on reflective practice and support for its use within the context of education to prepare teachers to become transformative, critical, and intellectual educators instead of simply being users of standardized pedagogical materials.

Neal, D. T., Wood, W., Quinn, J. M. (2006). Habits – A repeat performance. *Current Directions in Psychological Science*, 15, 4, 198-202.

**Summary:** This article recognizes that habitual repetition characterizes most of our everyday actions. It is concluded that direct cueing and motivated contexts are characteristic features of habit responding as changing minds does not necessarily translate into changing behaviour.

**Assessment & Reflection:** This article provides evidence that connects habit, behaviour change and self-regulation. It highlights the importance of considering habitual mechanisms when failures to change behaviour takes place. It is important for this project to include the identification of language learner and practitioner's habits and reflecting on those as one activity to be included in the guidebook.

Oktavinanda, G. (2016). Promoting 21st Century's Learning 'Communication and Problem-Solving Skills' Through Reflective Activity. *Proceeding | The 8th National English Language Teachers and Lecturers Conference (NELTAL)*. 74-77.

**Summary:** This article explores the implementation of reflective activity for the development of communication and problem-solving skills based on previous literature. The author concludes that reflective activity is one of the most precise ways of promoting communication and problem-solving skills.

**Assessment & Reflection:** This article provides a clear and concise description that is easy to read. It is a short synthesis on the importance of communication and problem-solving skills, reflective activity and the benefits of reflective activity for improving the aforementioned skills. This source provides support for some of the main benefits of participating in reflective activities.

Raelin, J. (2002). "I Don't Have Time to Think!" versus the art of reflective practice. *Reflections*, 4, 1, 66-79.

**Summary:** This article defines what reflective practice is and also provides a rationale for it. The author discusses the practicality of it and describes strategies of utilizing a reflective practice including reflective action, building community, process improvement, learning teams and culture of learning. Finally, the author outlines five advanced skills that when used together can contribute to reflective discourse which include: being, speaking, disclosing, testing and probing.

**Assessment & Reflection:** This article is valuable as it provides concrete skills that can be developed and also provides examples of types of questions to probe reflection that will target each skill. This source can be useful to inform the creation of activities and prompts within the guidebook.

Roberts, C. M. & Faull, A. (2013). Building a successful Olympic team selection protocol in women's handball: A case study examining the benefits of employing reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 14, 5, 648–659. Doi: 10.1080/14623943.2013.835719.

**Summary:** This article describes how the author used reflective practice to help her solve problems and make critical decisions. It highlights how reflective practice can be used as a tool for practitioners to problem-solve and synthesize information.

**Assessment & Reflection:** This source provides support for the main benefits of adopting a reflective practice from a discipline outside of education. This source highlights the utility and provides some ideas about how to use reflective practice as part of an iterative problem-solving, decision-making or review process.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104, 4, 842–866. Doi: 10.1111/1467-9620.00181.

**Summary:** This article presents four criteria to characterize Dewey's concept of reflection including: 1) Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships and with connections to other experiences and ideas; 2) Reflection is a systematic, rigorous, disciplined way of thinking with its roots in scientific inquiry; 3) reflection needs to happen in community, in interaction with others; 4) reflection requires attitudes that value the personal intellectual growth of oneself and of others.

**Assessment & Reflection:** The criteria offered within this article is a starting place to structure teaching, learning, assessment, research and discussions about reflection. This definition aligns with the majority of literature on reflection and reflective practice. These four criteria are helpful within the context of this next steps pilot project as it justifies the subject matter of the guidebooks as well as the I/We thinking as the third edition seeks to begin to encourage reflection happening within a community and in interaction with others.

Sadlon, P. P. (2018). The process of reflection: A principle-based concept analysis. *Nursing Forum*, 53, 364–368. Doi: 10.1111/nuf.12251.

**Summary:** This article explores the concept of reflection described by philosopher Bernard Lonergan as a process during which one's own thinking can lead to transformation of held beliefs. It positions reflection as a generative process that can improve one's practice, make critical judgements and transform experiences into intellectual growth opportunities when undertaken as a conscious and deliberate effort.

**Assessment & Reflection:** This article provides the reader with a foundational understanding of the various conceptualizations of reflection found within current literature. It deconstructs and provides further insight about the process of reflection. This source can provide insight on the details of reflection and the potential skills that can be strengthened within the process of reflection. This article strengthens the rationale for choosing to focus on building a reflective practice within this project for the benefit of language practitioners and learners.

Togni, S. J. (2016). The Uti Kulintjaku Project: The path to clear thinking. An evaluation of an innovative, aboriginal-led approach to developing bi-cultural understanding of mental health and wellbeing. *Australian Psychologist*, 52, 4, 268–279. Doi: <https://doi.org/10.1111/ap.12243>.

**Summary:** This article describes the development and details of Uti Kulintjaku Iwara: the path to clear thinking, a model to enable safe ways to talk about difficult issues, foster healing and empowerment and promote finding new ways to enhance mental health and wellbeing. Uti Kulintjaku Iwara incorporates four core components which include 1) thinking work; 2) supportive work; 3) emotional work; and 4) reflection, iterative learning and evaluation.

**Assessment & Reflection:** The use of reflection within this project was primarily during the evaluation phase. It is promising that this experience ultimately strengthened the group's identity through recognition of their shared experiences. This source provides an Indigenous perspective on creating a path to clear thinking. It is interesting that reflective practice was included within this conceptual model and was related to strengthened partnerships. This provides further evidence supporting the use of reflective practice within an Indigenous context.

Wood, W. (2017). Habit in personality and social psychology. *Personality and Social Psychology Review*, 21, 4, 389–403. Doi: 10.1177/1088868317720362.

**Summary:** This article focuses on habits as directly related to the actualization of one's goals and desires. The author explores literature within various research domains including habit learning and performance, habits and self-regulation, and changing habits. It is concluded that habits are formed during our pursuit of a goal, they accomplish goal-congruent outcomes and provide input into the inferences we make about our goals. This article highlights the importance of a dual-process model of behaviour change that recognized the importance of deliberately guided actions and the reality of slow incremental learning and accessibility of habit automaticity. It is important to note that habits are insensitive to interventions that involve goal-directed actions and flexible responding. However, when habit cues are controlled or changes, people no longer have a ready response and must respond deliberately, forming new habits.

**Assessment & Reflection:** This article provides lots of background information on habit formation from psychological and sociological perspectives. It is highly useful as it provides insight on what has been shown to be ineffective in influencing habit formation and discontinuity and also provides information on what will be more effective. These considerations will be important to apply to the structure of the guidebook to strengthen the rationale for our approach to creating a positive impact among language learners and practitioners.