Retrospective Reflection: Insight into Pre-

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Introduction

This study draws on the voices and reflective accounts of two pre-service school librarians written prior to, during, and following their field experience with a class of fifth-graders; these

following their field experience; their experiences as pre-service school library educators; and on

for the past twenty-five years it has been one of the most dominant theories of professional knowledge (Kinsella, 2010; Loughran, 2002; Newman, 1999; Raines and Shadiow, 1995; Rømer, 2003; Rose, 1992; Zimmerman, 2009). Although reflective practice has achieved widespread acceptance in the field of education and a wide range of health and social care

recommended that professional education programs be immersed in extensive field-based experiences through the establishment of university/public school partnerships in which goals would be interconnected (Metcalf-Turner, 1999) and all stakeholders would have a voice in the decision making process (Catelli, Padovano, and Costello, 2000). University faculty, it was said, would benefit from such partnerships by working more intensely and in context with pre-service and in-service educators. Such partnerships would provide faculty the opportunity to integrate their teaching and research (Melser, 2004), and give faculty the chance to modify course and (Connelly and Clandinin, 1988). School-university collaborations are now an important part of the educational scene throughout the

twice. The field notes and practicum paper were then read a third time with a focus on identifying themes and/or patterns as they emerged from the data. During the third reading fourteen categories were used to code the data using TAMS Analyzer (Text Analysis Markup System)[1]. A first-pass summary of the coded data in the files revealed redundancies in several of the original fourteen categories. After a careful review several categories were modified either due to redundancies and/or failure to capture the essence of the data. Seven categories remained (see **Table 1**
by length of utterance.

Table 1. Final Codes with Frequencies

Code	Practicum Paper	S-Field Notes	D-Field Notes	Total
Assessment	44	42	29	115
Group Work	34	61	53	148
Information Literacy	14	13	7	34
Issues	7	61	41	109
Planning	18	42	38	98
Student Engagement	36	47	38	121
Technology	26	33	23	82

Results

Before proceeding with a discussion of the results, it is critical to remember that, as Hilary Putnam argues, our image of knowledge and objectivity wears a human face (1990, xvii)
view is a view from *some perspective*, and therefore incorporates the
(Maxwell, 1996, 29)
analyses revealed six main findings. Each finding will be grouped as it relates to the first two research questions that framed this study. The third research question will be addressed separately.

Research Question #1: What information is revealed about pre-
competencies, skill development, and dispositions in their reflective practice field notes?

Finding #1: Planning and time-management activities were critical factors for pre-service educators.

As the graduate students worked on their project they acknowledged the importance of planning and time management:

> ap out a schedule for the project completion with our
> classroom teacher. Mapping out a schedule gave us an approximate end date and
> allowed us to begin scheduling a parent night for the students to showcase their hard
> work. While the schedulehedul0(dule)4(he)4(dul0(dule)f(dul0qB1 108.02 1580 MCID (tem7rk.)-6(W)23(

The pressure of *time* proved to be a critical factor as the graduate students continued to work on the Glogster project:

there is still a lot to do

accomplished and what needed to be completed before they could tell us they were done. The checklist was a big success; the students enjoyed going through the list and checking elements off. It offered us a tool to use when going over their Glogs with them and assessing how far they had come (or how far they had to go). This was a tool we wished

Research Question #2: What challenges and concerns do pre-service school librarians encounter as they conduct their inquiry-based technology-enhanced fieldwork?

Finding #4: Fifth-graders were enthusiastic consumers of technology.

Pre-service school librarians found that fifth-graders were eager to jump right in and begin exploring how to use Glogster, even though they were new to the software. Several students shared, without being prompted, that they wanted to create their own Glogs when they went home later in the day.

> *program, but when we started to talk to them and show them what it was, they grew more and more excited. After we started to show them all the things they could change and customize on their Glogs, many wanted to start right then; some of them were talking about making their ow*

Many of fifth-grade students did start their own Glogs at home:

> *students were proud to tell us that they had gone home and started to make their own*

Students voluntarily extended educational activities beyond school day, and they especially liked the idea of linking their Glogs to another site:

For some students another motivating feature was the fact that Glogster was web-based and they could share their Glogs with family and friends:

> *family and friends the Glogs when they were done as they were going to be web-*

Pre-service school librarians also realized that their initial concerns about fifth-graders having difficulty learning to use a new software application were unfounded:

> *of new technology. This project was the first time all of them used Glogster and by the*

Conclusion

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