

The Learning Curve

Episode 2: Critical Self-Reflection with Dr. Barry Burton

Presented by the Academic Commons

[00;00;00;05 - 00;00;12;10] **Demi Harte:**

Welcome to The Learning Curve, a podcast presented by the Academic Commons.

[00;00;12;13 - 00;00;17;05] **Demi Harte:**

Your host for today's episode are Demi, me and Jacob.

[00;00;17;07 - 00;00;17;24] **Jacob Santos:**

Hi everyone!

[00;00;17;24 - 00;00;37;12] **Demi Harte:**

Our mission is to illuminate higher education, teaching and learning through the power of shared experiences and research informed practices through engaging discussions and expert insights, we aim to empower educators to transform their teaching practices, enrich student learning experiences, and contribute to a culture of evidence-based pedagogy in higher education.

[00;00;37;13 - 00;00;58;27] **Jacob Santos:**

On this episode, we will be discussing critical reflection with Barry J. Burton, D.O. Barry is an emergency medicine physician currently serving as an assistant professor in the Institute of Emerging Health Professions master's program of Emergency and Disaster Management. Leveraging his life experiences in promoting personal and community resilience. Welcome, Barry.

[00;00;59;00 - 00;01;00;22] **Barry Burton:**

Thank you. Thank you. Pleasure to be here.

[00;01;00;28 - 00;01;09;11] **Demi Harte:**

We'll start with some background about you. Can you tell us a little bit about yourself, your academic pursuits and your role at Thomas Jefferson University?

[00;01;09;14 - 00;01;40;24] **Barry Burton:**

Well, that could be a long, a long biography, so to speak. I joined Jefferson as a visiting, assistant professor, around 2016. Had been an adjunct for a couple of courses in 2013. That time frame corresponding to a major medical event that, essentially eliminated my ability to continue to practice in emergency, medicine. I did, my osteopathic medical degree at the Philadelphia College of Osteopathic Medicine, graduating in 1988.

[00;01;40;26 - 00;02;03;06] **Barry Burton:**

In those days, we had a rotating internship that was at Saint Agnes Medical Center in the hospital PCOM and then, emergency medicine residency for an additional three years at Albert Einstein, where I stayed on as faculty and created an EMS fellowship along with Steve Perillo. Those relationships and circles are how I ended up at Jefferson in a lot of ways.

[00;02;03;09 - 00;02;37;01] **Barry Burton:**

Prior to that, did my Bachelors of Science in Nursing, while working full time at a hospital, at Temple University and started teaching, perhaps even earlier than that, for emergency medical services and CPR, first aid training. A lot of my, prior educational preparation, and professional education had me teaching residents in mini lectures, teaching medical students and larger lectures, as well as in clerkship training and, at the bedside time kind of training.

[00;02;37;04 - 00;02;50;16] **Barry Burton:**

So that was the big forte, in addition to a number of certification courses that the various professionals require. Typically run as a 16 day, seminar workshop, interactive kind of activity.

[00;02;50;17 - 00;02;51;27] **Demi Harte:**

Thank you for all that. You.

[00;02;52;01 - 00;03;16;15] **Jacob Santos:**

You have, a vast experience and knowledge, and we're very excited to be learning from it. From what you have to share today. So the focus of our episode today is on, self-reflection. Can you, talk about how your journey with practicing self-reflection began in your teaching and maybe what does, critical self-reflection mean to you as an educator?

[00;03;16;17 - 00;03;39;26] **Barry Burton:**

So with the the historical arc, when I first started as a young man, teaching some of these courses, one of the things that bothered me was there was a, gatekeeper type approach. So we could take the state's emergency medical services, EMT course. And the instructors at that time took perhaps a two week course, instructional methodology.

[00;03;39;29 - 00;04;06;27] **Barry Burton:**

And then it was very much I got mine. You have to beat me to get yours and a fair amount of one upsmanship. And that bothered me. Still reflecting on that and looking at what it was that was necessary, I kind of developed an attitude that I wanted to be an empowerment agent. And try to explain the whys and the mechanical aspects of how things go together has always been an important part of my personal conceptual model.

[00;04;07;04 - 00;04;31;07] **Barry Burton:**

So I would try to reflect that with the students and remove what today I know as undesirable difficulties. As much as possible, to allow a student to develop skills that are continued through medical school. Which was a little bit easier. I didn't have to learn new terminology. I already had some experience with that. Based on being in a ICU at night shift as, an unlicensed person.

[00;04;31;09 - 00;04;56;19] **Barry Burton:**

Being taught at the same time. This this department developed. So always asking the why the continuous curiosity is probably the hallmark of what started my reflection on teaching, breaking down technical skills into their small as components, and using that as a, as an exemplar for students to learn how to do somewhat complicated psychomotor skills that many times a clinician does without thinking about them.

[00;04;56;20 - 00;05;23;01] **Barry Burton:**

I've always kind of thought about, what am I doing that's working? What is not working? Where did I make mistakes? How could I learn to engage better? These things got more technically complicated. I realized that a lot of the folks that I worked with had a repetition recall knowledge base, but didn't necessarily have the background, or the knowledge to put it together of why things worked.

[00;05;23;01 - 00;05;48;07] **Barry Burton:**

And, and that became an issue with adaptability. The emergency medicine environment is very ambiguous. The emergency management environment is equally ambiguous and more of a social system problem. Combining a lots of varied sciences with the reactions of people. So it really takes a lot of thought. It takes a lot of looking and seeing, what is my perspective?

[00;05;48;09 - 00;06;20;22] **Barry Burton:**

And, and what are their perspectives and trying to find the match that made obviously blunders along the way and hopefully a, experienced. Carol Dweck growth mindset to learn from those experiences and figure out how to improve it. In, as my program director at one point, any and at Einstein said, in the pursuit of excellence, always trying to be a little bit better, and, and trying to improve it, recognizing that we don't have total control of the chaotic environments that were around along the way.

[00;06;20;25 - 00;06;46;24] **Barry Burton:**

Probably the most direct aspect was a challenge from the chief of surgery who became a dean, who made the comment when I was, partially disabled, helping him teach medical students the skill set before they went into the clerkship. The challenge was that we've got to teach critical thinking. And as a as a concept, critical thinking is a word that gets thrown around.

[00;06;46;24 - 00;07;13;28] **Barry Burton:**

And especially in this last decade and a half with DEI initiatives. I'm not sure that we all say the same thing when we say critical thinking, but, it was a stimulus and I started doing an investigation. Trying to find what they consider the definitions that my my intuitive implicit definition was close, careful thought, considering options and considering the environment, trying to look at the ecosystem that was present.

[00;07;14;01 - 00;07;43;16] **Barry Burton:**

I stumbled on Richard Paul and Linda Elder's, Critical Thinking Institute. The Foundation for Critical Thinking took some of their classes and found that that model, was, useful in trying to teach to students, the concepts of considering what your personal biases are. What are your assumptions? What is the purpose of the investigation? What is that your point of view versus the point of view of the audience?

[00;07;43;18 - 00;08;15;14] **Barry Burton:**

Try to provide for fairness. And drawing conclusions can be taught in the scientific method. What are the premises, the warrants and the and the solutions. So when we make inferences, we can we can feel fairly comfortable with those, and, and then what are the implications to other parts of the population. And that's where I think what I understand of critical thinking crosses into what the literature on critical social theory, critical, reflections comes in recognizing that, we don't all think in the same in parallel.

[00;08;15;16 - 00;08;35;21] **Barry Burton:**

I've come to recognize that information is somewhat volatile. There are a lot of things that we can say our hard fact, but there's a lot of other aspects that really are dependent on our ability to to detect change or to investigate. Things I was taught in medical school in the first year were absolute lies by the time I graduated.

[00;08;35;24 - 00;08;56;23] **Barry Burton:**

So we have to develop the master adaptive learner. We have to learn how to continue to learn forever as we're adapting what we think is our knowledge, challenging it to make sure that it's actually accurate, or at least functional and that it continue to move forward for novel solutions, until we get some consistency or some coherence in that.

[00;08;56;26 - 00;09;20;10] **Barry Burton:**

And I've tried to adopt that into the classes that I teach in the master's program. Looking for concordance? Not so much to say, confirmation bias that everybody agrees, but to look for some concordance from different perspectives that come together as to use that as a useful fact. That took me again into the aspect of reflection. Stephen Brookfield did lecture at Jefferson.

[00;09;20;11 - 00;09;43;23] **Barry Burton:**

I have a couple of his books. I've done some other aspects looking through, what the the field or what the, the the writers say about critical reflection. And there's certainly the aspect of thinking, are we in a power relationship and how do we essentially disable that power relationship in the classroom? I really want a community of inquiry.

[00;09;43;28 - 00;10;07;00] **Barry Burton:**

That's what I'm trying to create with my students. It's a little bit more difficult in an asynchronous online environment, and that has been my struggle over the last few years. At Jefferson, I have the privilege in many

respects, of having a class where I have some international students on campus and get face to face time with them.

[00;10;07;03 - 00;10;25;20] **Barry Burton:**

But the majority of our students are online, not just online as the Covid pivot, but online asynchronous, where they check in at their time. So try to get the community of inquiry, started is one of my biggest aspects that I'm personally reflecting on. How do I manage to create an environment? How do I get them motivated to join the environment?

[00;10;25;20 - 00;10;49;04] **Barry Burton:**

How do I get them to see the benefit of sharing ideas? And, and having the, I think, Elder calls it the intellectual humility to acknowledge that we don't know everything and that we may need to look from things from a different perspective. And in an emergency, disaster management, that's also crucial. Because the populations that, make the noise are the upper two standard deviations.

[00;10;49;04 - 00;10;58;08] **Barry Burton:**

And the population that needs to help are the lower two standard deviations. And their resources are very different. Their, their, their lived experiences are different. Their needs are different.

[00;10;58;10 - 00;11;19;10] **Demi Harte:**

Thank you so much for that. But no, that's you know, what you were just saying with students and, trying to figure out a curriculum that works for this new hybrid and online learning that everyone was just kind of thrust into so quickly with the Covid pandemic. So, thank you for all of that. This that's amazing information.

[00;11;19;12 - 00;11;35;17] **Demi Harte:**

So I wanted to ask, why is critical reflection such an important tool in an educator's toolbox and what benefits can it provide? I know you brought up a little bit here and there, but specifically what why do you consider it so important?

[00;11;35;20 - 00;12;01;08] **Barry Burton:**

In my personal practice? Which would that represent? My my opinion? I resist teaching, recall because the facts continuously change. What I'm trying to imbue my students with is the ability to learn on their own, and that requires reflection. When you think about things and you start to look at how your previous understanding was, you see when the facts don't fit.

[00;12;01;10 - 00;12;29;22] **Barry Burton:**

Are you willing to discard the theory or go back and and re develop it? Critical reflection, or reflection in general helps us to solidify our concept, develop at least a map that works for us and allows that math to be changed.

When things aren't working, we can get caught in a loop and be persistent. And if we're persistent in our misunderstanding and it's not working, then we've got a failed enterprise.

[00;12;29;25 - 00;12;52;25] **Barry Burton:**

We need to be adaptable. And that comes from, in my mind, thinking about what worked and what didn't work. I'll interject here a reduced form of, the critical, thinking aspect. And the questions are typically the same kind of questions that the five year old will ask you. Why, why, why, why, why the five whys is one approach.

[00;12;52;28 - 00;13;13;08] **Barry Burton:**

And I'll turn it to is is the who, what, when and where, which is the narrative approach. And unfortunately, I find a lot of students are stuck at that level of descriptive, experience. The real issue starts to come up into the why and why not. And then we get into it, which I've seen in the critical reflection literature as well.

[00;13;13;08 - 00;13;33;09] **Barry Burton:**

The so what and what's next? What are the implications? If the implications are important enough, the next question is what's next? If and and admittedly, I love to drill into the internet. I draw on the books. You know, you get onto a tab, there's a word I don't understand or a concept that want to go explore that deeper.

[00;13;33;12 - 00;13;52;19] **Barry Burton:**

And trying to get that deep understanding allows me to say, all right, now, how do I apply this? Well, an education process and teaching students, it's a very similar aspect. They need to know the why that they're trying to learn, but they also have to learn and understand. Why not, they have to develop the how, they really should.

[00;13;52;19 - 00;14;15;05] **Barry Burton:**

And the process to help keep them motivated. We ask the questions. So what? Why is this important? My my limited reading or adult learning. And again, I'm dealing with master's students, so theoretically, they're in the the adult phase. They need to know why it's important or they're not going to spend the effort into it. So the why the the so what is extremely important.

[00;14;15;07 - 00;14;49;26] **Barry Burton:**

And then the hopefully that stimulates them to the what next which which launches them into the next investigation of lifelong learning. Trying to explain by study, by looking at the literature, by evaluating colleagues and perceptions that community helps us to make forward progress. And often, the frustrating part is you have to try something out and see how it works, then evaluate in the cycle, what didn't work or what the results were really satisfactory, or did they not really add enough value to the process to move further forward?

[00;14;49;28 - 00;15;02;28] **Barry Burton:**

That kind of triggers the another concept of, the OODA Loop. Observe, Orient, Decide and Act. You have to make the action and then observe the results in order to decide if you're on the right track or you need to renegotiate your path.

[00;15;02;28 - 00;15;28;21] **Jacob Santos:**

So, Barry I really love, as I'm listening to your answers, you're very much coming across coming through as someone where curiosity is really important, you know, why is this happening? Why am I doing this? Learning, you know, what's the how? How does this all work? I also really loved, just at the end of your answer there, when you're talking about, as a teacher, you got to try something out, you know, you hear, you might read about something and you think, oh, this is a cool practice.

[00;15;28;21 - 00;15;50;25] **Barry Burton:**

This is something I want to try. I don't know if it'll work out well, but I'll never know if I don't try. And I think that's a really important part of teaching. Right? Because sometimes people are scared to experiment because they don't know if it's going to work out well. So with that in mind, that idea of, oh, I don't know if this is going to work out, but I'm going to try it.

[00;15;50;27 - 00;16;06;09] **Jacob Santos:**

When you do try something in your class, you know, you come up something some new concept or idea for how to teach a teacher concept. What framework or process do you follow when you reflect on your own teaching?

[00;16;06;10 - 00;16;28;21] **Barry Burton:**

I try to maintain, an open communication with the students to start with, try to introduce, why, or the potential benefits I see in trying out the studying. We could talk about some of the programs that Academic Commons has provided, and still trying to work out how they will work best and gain some student acceptance of those things.

[00;16;28;24 - 00;16;58;12] **Barry Burton:**

I, I look at, the process and content results, and I ask students for feedback. So, bridging back to, to critical reflection. So I'm starting with the literature in some respects of, of an idea, I'm looking at a place where it's relatively safe to try it. It's typically a formative experience in the very beginning, until I can iron out the details to, to make it actually function.

[00;16;58;12 - 00;17;19;29] **Barry Burton:**

Well, I'll watch and clinically observe qualitatively, much more qualitative and quantitative unfortunately. To look at, what the results are. Am I getting the responses? Am I getting the deeper thought that I'm looking for? And, at the end, I should do it more often in the middle and the end, ask them to, to write, a response.

[00;17;20;03 - 00;17;43;02] **Barry Burton:**

How did they feel about the experience? Did it help them? Did it enlighten them? Did it spawn them to go deeper into the into the into the links, if you will, to to figure things out and to improve things? There's one program that I've tried now, this the second term, I've used it a different way this time, and I'm still getting student pushback because it's a new technology.

[00;17;43;02 - 00;18;08;14] **Barry Burton:**

Then I've got older students who don't necessarily want to spend extra time, to learn how to use it, although it has some value. And I saw some improvement over the course of three assignments with it. So that will still need tweaking. I need to figure out how to present it. But I think that it has still has value before we go into, letting them abandon the tool and hopefully that helps them to, to do better in their future.

[00;18;08;16 - 00;18;30;29] **Barry Burton:**

Right now, I'm in the process, at the end of our term, in doing, exit interviews with students, so they make an appointment with me for about a 15 minute period, and they are asked the questions, to see what their experience was with the course, what they actually learned, what tools they found very useful to them, and how they hope to apply them in the future.

[00;18;31;02 - 00;18;52;11] **Barry Burton:**

And I could make that a paper. But not everybody writes well, and that's that's a struggle. A free text conversation seems to work out much better. This last course happened to be a course that required team effort. So I'm also having an exit interview with with the members a second time as a team, to watch their interactions and see what would happen again.

[00;18;52;16 - 00;19;15;25] **Barry Burton:**

Artifice that the remote online asynchronous environment, that's my adaption to try to get the same experience that I would get from watching them if I can convince them that looking at where they made their their errors. And that's a big part, if I can show them how they learned so much more from steps that didn't work and that improves their ability to move forward, that's a win for me.

[00;19;15;27 - 00;19;36;27] **Barry Burton:**

If I can convince them that they need to constantly evaluate the environment and respond to the ambiguity. I, I liken it to riding the wave of chaos rather than trying to control chaos. Then that's a win in the environment and the time constraints that that my profession requires, to deal with, disasters in crisis.

[00;19;36;28 - 00;19;45;24] **Demi Harte:**

Out of curiosity, that tool that you mentioned, the. Does it have to be Packback? Oh, yeah.

[00;19;45;26 - 00;19;53;23] **Demi Harte:**

Yeah. Yeah, it's it's great, but it's such a different type of tool. So I totally understand some students being a little hesitant for.

[00;19;53;23 - 00;20;13;19] **Barry Burton:**

It, but in my experience, as an aside, is that they don't go to the writing center with enough time to take advantage of it. So using Packback, it made it's a struggle for them because they're getting corrected continuously and they're getting offered things. And then Grammarly and Packback have different grammar models. So there's a bit of conflict that comes in there.

[00;20;13;19 - 00;20;39;05] **Barry Burton:**

But I have seen improvement with it. I used the question method last time, which I think is really important to get. Some of my reading says that the asking the right question is a key to learning. There's your curiosity, combined with the diligence to actually find the answers and their persistence to deal with the struggles. And, you know, it's a message is trying to figure out how to use it best with this kind of an environment, with this kind of student.

[00;20;39;07 - 00;20;51;18] **Demi Harte:**

Absolutely. For this next question, I wanted to ask, what barriers do you believe educators face in engaging with critical self-reflection, and how do you think they can overcome them?

[00;20;51;20 - 00;21;19;09] **Barry Burton:**

I think that, a lot of educators, a lot of early faculty are stuck in very large courses with multiple sections and a restricted syllabus. One of the service, commitments that I have to the Jefferson College of Health Professions is chairman of the curriculum committee. And even within our one college, we have many disparate professions, and some of them are very large and some of them are relatively small.

[00;21;19;11 - 00;21;40;14] **Barry Burton:**

So often instructors or faculty don't feel they have the latitude. I'm not sure if they're actually in the development process that the course coordinator put together. So they're locked in and what I've heard and at our East Falls conferences and it's actually going across the whole university now where we have Talking Teaching is that people feel they're locked into content.

[00;21;40;14 - 00;22;07;19] **Barry Burton:**

I got to get this content out. And especially for those professions that have license exams, you know, that's kind of important. I know the content changes. So I'm trying to teach the principles, and I don't think that there's the feeling you have that that, flexibility. If you've got five sections of the class, you want them all to kind of march through on what we anticipate as the as the learning arc, and you've got maybe 10% that are falling behind.

[00;22;07;19 - 00;22;24;21] **Barry Burton:**

How do you catch them up? How do you help them out? On conversely they have another 10% at the other end to the extremes that are so far ahead. They're bored already and they're not putting any time in at all. It's easier, I think, in face to face in my environment, it's a little bit harder. But how do you do that?

[00;22;24;23 - 00;23;07;28] **Barry Burton:**

The other aspect is, I think that the learning curve for a faculty member is somewhat high. In my college, most of our faculty are not professional teachers by training. We've been professionals. We have been clinicians. I had

the advantage, with the university providing me the opportunity to take Quality Matters. And then additionally, with partial self-funding, partial university support, I taught the American College of University Educators online education program, and that helped to put a lot of the thoughts I had in place dealing with Talking Teaching, working with the Academic Commons, taking advantage of all the the opportunities that are provided has been useful, even if it's just to confirm that

[00;23;07;28 - 00;23;32;24] **Barry Burton:**

I'm not alone, that I'm struggling with the same things that they're struggling with. And often we chat about ideas. What worked for you, what worked for there that gives me something I can. I can institute very quickly if we need to talk with each other more, within a department, within a program. And I think sometimes just looking at the schedule of some of the administrators, looking at the schedule I have to do with, with the curriculum committee, that's a time suck.

[00;23;32;25 - 00;23;56;03] **Barry Burton:**

So it's not always seen as valuable. The obstacles are the time. We're trying to pack years of information into a 12 week term, a 15 week term. Now, I'm being asked to do it in an eight week term. That doesn't really give the student as much time to think about it in the process. If I could convince them that that was the important aspect of it.

[00;23;56;03 - 00;24;16;24] **Barry Burton:**

Personally, I've taken some of my assignments and spread them out over multiple weeks and interleaved them in the effort to give them more time to actually think about things rather than just trying to meet an assignment. Deadline hasn't work completely yet. Still working on that one. So the obstacles are time. The obstacles are load. The obstacles are how the students come to you.

[00;24;16;24 - 00;24;42;09] **Barry Burton:**

Are they actually ready to learn at this point? For whatever level you're teaching, how do we create an environment of learning, especially with the movement towards online, and the preference for asynchronous versus synchronous education? Lots, lots of little things to work on. And it takes it takes time. I've got five books sitting here. And there's probably 25 books I have yet to read on the shelf to try to get some information.

[00;24;42;12 - 00;25;03;03] **Jacob Santos:**

As as someone who used to be, a classroom educator you're talking about, you know, it's time is a big part of it. You have that stack of books next to you. I had a stack in my classroom trying to pick pieces where you can even build, balancing your course load. That can be very daunting. And like you were mentioning, you have those curriculum barriers.

[00;25;03;05 - 00;25;24;24] **Jacob Santos**

And perhaps more importantly here, that learning curve you're talking about, about how many individuals are coming in your, their professionals is in their field. But teaching is a completely different beast, for them. So I think you kind of touched upon this a little bit, but I was wondering if you could speak towards, your views on the importance of professional development in teaching and learning.

[00;25;25;01 - 00;25;48;11] **Barry Burton:**

Absolutely. Again, I've had the advantage, of a couple of small, like, three week course and a two week course when I was teaching emergency medicine, and the opportunities the university had here. It's really essential. And it's the same kind of situation. Even if you put the the food out, can you get people that can come by the trough to actually drink of it?

[00;25;48;13 - 00;26;19;23] **Barry Burton:**

And our schedules don't always allow thing. They don't always coordinate for that. If I had more time available in my my life arc, I would probably go ahead and try to take a master's of medical education. There are courses that I'm interested in. And again, the university supports us going to the Temple conference. And those things internally, is very important, especially for those that have not had a teaching certificate to take some of that material to look at that.

[00;26;19;25 - 00;26;46;07] **Barry Burton:**

I found the ACUE course, extremely helpful. I feel like Quality Matters from a different perspective to be extremely helpful. Actually registered this week. My, assistant dean, bought for us the AI in Education, opportunity. So I have to delve into those, as well, because I think that, that that's a skill that I've heard faculty say.

[00;26;46;13 - 00;27;06;12] **Barry Burton:**

It's here. We can't ignore it. But how do we work with it? We don't have enough experience. And, having been, at the Jefferson Committee on Academic Programs and Policies, the AI was a very contentious issue across the university of what is appropriate use and what's not. And it's a tool. It's got to be here. We have to we have to learn how to negotiate with it.

[00;27;06;14 - 00;27;25;00] **Barry Burton:**

So all of those experiences, I think are essential, if the the financial situation permitted it, I think that, faculty should be given a course release and being permitted to go and take some of those courses. I think it's I think it's a really important and I try hard to take advantage of every opportunity that we have.

[00;27;25;01 - 00;27;42;11] **Barry Burton:**

Jefferson, has, our coming up in the summer, two days of presentations from faculty that I think has always been valuable, to hear others perspectives and see what folks have tried, and, and how they've implemented it. And it usually stimulates thought to somebody to go dig deeper and maybe try that out.

[00;27;42;12 - 00;27;52;25] **Demi Harte:**

That's a great answer. And it really is just important to have that community and talk and kind of see what everyone's doing in Faculty Days that you brought up is a really great way...

[00;27;52;28 - 00;27;53;25] **Barry Burton:**

That's what I was trying to come.

[00;27;53;25 - 00;28;05;11] **Demi Harte:**

It's really is really great. And then it's a good way for us to come together in person and present and learn from each other. So maybe some more of that. We can make happen.

[00;28;05;13 - 00;28;19;06] **Jacob Santos:**

We've been talking about resources and things you like to use. So I would ask, what advice would you give to a new faculty member about making the most, of resources provided by, Thomas Jefferson University?

[00;28;19;06 - 00;28;48;15] **Barry Burton:**

Get your Canvas calendar and turn on the announcements for the Academic Commons. That's probably the most significant first part. Meet the reference librarians in whichever library is on your campus and get a relationship started with them. Connect with, with Chris Pastore, with the Talking Teaching. And and actually take the time to read some of the voluminous mail that comes through to see what interests you and take advantage of it.

[00;28;48;16 - 00;29;16;01] **Barry Burton:**

It would be astounding if program directors, and chairpersons had that built into their faculty orientation. Again, it's the kind of thing that if you had it all in the same day, it kind of filters out as low priority. But then when you want it to need it, it's high priority. So having the opportunity to get that, I go to the Academic Commons web page periodically, I have that on my calendar for Canvas.

[00;29;16;01 - 00;29;40;03] **Barry Burton:**

So it pops up with things, and I try to figure out if I can work it into my schedule. I really like it when the meetings are co-located, perhaps in Scott, but also recorded and available asynchronously because sometimes I can't be there for the live discussion. I found everyone, though, willing to accept an email. So if you get into one of those recordings, you have a question, you send an email.

[00;29;40;03 - 00;30;08;24] **Barry Burton:**

I've always gotten satisfactory responses and start a dialog. So really, really useful. I think a new faculty coming in is it gets inundated with so much material. So, you know, you kind of pick what you have to work with immediately and then get into it. And I think that improving teaching practice, understanding that the ways that you learned and you were, exposed to are not necessarily the best ways.

[00;30;08;27 - 00;30;30;06] **Barry Burton:**

But I like dialog, I love conversation. Getting that started is sometimes important. But yeah, it's it's take advantage of what's available. But you have to know what's available. So meet those people, meet the folks that are doing it and, you know, find out what exists and you'll find a niche. And at least you're making contacts and you're developing a community.

[00;30;30;09 - 00;30;48;12] **Demi Harte**

Yeah, community is very important. So thank you for bringing that up. And, you know, reaching out and meeting people and all of us who do this type of thing. For the next question, based on your experience, what are the top 1 or 2 pieces of advice for someone who wants to explore the practice of critical self-reflection?

[00;30;48;12 - 00;31;16;22] **Barry Burton:**

That's a tougher one. And again, it comes to some definitions. I think that, Marzano's text, which I believe is available at our library, it's, a, a relatively more recent pedagogical hierarchy, talks about reflection as being really important. I'm a book reader. I'll read things like Make it Stick where reflection comes in. I think that it's really scratched the surface and start to start drilling.

[00;31;16;22 - 00;31;40;13] **Barry Burton:**

Basically, you're doing a research project in many ways to to start out with a question, just, what is critical reflection? I have I have something here that was actually a medical article about 12 hints to inspire critical reflection. In medical students. And it actually sets up a pretty good system. You know, don't make it threatening. Make sure that it's authentic.

[00;31;40;13 - 00;32;04;27] **Barry Burton:**

So it's not, not just busywork. Teach them how to do it. You have to do the digging. When I first joined East Falls, we had instructors, like, they would do a book club. And one of those book clubs brought up metacognition. That was my first official presentation of thinking about how you think. And that was a stimulus.

[00;32;04;27 - 00;32;25;22] **Barry Burton:**

Ambrose's textbook was a very good example of that. So, yeah, at the current time, you have to decide you want to do it yourself. But the resources exist, and they can talk to you folks and they can talk to. Other the librarians and just ask the question, and somebody will come out with prolific information for you to try to digest.

[00;32;25;29 - 00;32;38;26] **Jacob Santos:**

I like when someone recommends a book or an article because that means when I'm done listening, I can go look it up. So it's very useful. Thank you so much for, recommending that for people because. Right. It's like you got to start somewhere. You got to have some sort of resource to start poking around with.

[00;32;38;27 - 00;32;55;16] **Demi Harte**

Awesome. Well, thank you so much. And that's actually the last question that we have for you. So that brings us to the end of our interview with you. Barry, thank you so much for taking time out of your day to be here with us and share your knowledge and expertise. There's so much great content here. So thank you.

[00;32;55;19 - 00;33;01;23] **Barry Burton:**

Thank you for having me.

[00;33;01;25 - 00;33;28;09] **Leah Miller:**

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[00;33;28;12 - 00;33;29;16] **Leah Miller:**

Thanks for tuning in.