We identified specific information literacy goals for the project as a whole, using the value of having a general direction to go is important, but this was too in-depth for a semester-long project before. The students' large-scale informed drawings allowed us to assess whether the students were able to synthesize the verbal and analytical information they had shared in Assignments 3 and the PowerPoint presentation into a visual vocabulary that enhances their own iconography or imagery and style. SurveyMonkey allowed us to assess student impressions of various aspects of the project using a combination of facial choice, Likert items and open-ended questions.

**The Annotated Bibliography Assignment**

The annotated bibliography was the core information literacy assignment. Ms. Lawrence did not want research to take too much time away from drawing, so an annotated bibliography was chosen:

- **Plan, record, and analyze complex search strategies in order to locate and evaluate information.**
- **Retrieve specific sources to the student's investigation.**
- **Identify and explore an abstract idea or interests based on information gathered during project development and student outcomes throughout the project.**
- **Synthesize and evaluate the information they found and connect it with their own work.**
- **Analyze the context of information and how the content shapes the information and its interpretation.**
- **Use the annotated bibliography to guide the students through the process of understanding how to evaluate sources in terms of credibility, completeness, and relevance to their investigation.**
- **Incorporate Research in the Studio: A Case Study of Faculty/Librarian Collaboration**

- **Instructor inspiration and example / Jane Lawrence**
- **Librarian can collaborate with instructor to design assignments in a gradual and cumulative manner so students can master the skills they need to complete their research project.**
- **Librarian can provide expertise in identifying learning outcomes based on instructor's course objectives particularly as they relate to critical thinking.**
- **Librarian can inform instructor of new resources and how to use them.**
- **Helps to keep the frustration level down by providing a friendly, accessible resource for help, in addition to the instructor.**
- **Librarian can promote the project as a whole?**

### Assessment

Assignments 1 and 2 allowed us to see if students were identifying appropriate sources and mastering search skills.

Assignments 3 allowed us to see if students were using critical thinking skills to evaluate, analyze and synthesize the information they found and connect it with their own work. In like manner, the PowerPoint presentation allowed us to assess whether the students were able to analyze, synthesize and evaluate the information they had found and combine this with their own work.

The students' large-scale informed drawings allowed us to assess whether the students were able to synthesize the verbal and analytical information they had shared in Assignments 3 and the PowerPoint presentation into a visual vocabulary that enhances their own iconography or imagery and style.

SurveyMonkey allowed us to assess student impressions of various aspects of the project using a combination of facial choice, Likert items and open-ended questions.

### The Faculty Perspective: Benefits of Working with Librarian

1. Information factors:
   - Librarian can provide expertise in identifying learning outcomes based on instructor's course objectives and can help to set information literacy goals that will enhance or complement course objectives particularly as they relate to critical thinking.
   - Librarian can collaborate with instructor to design assignments in a gradual and cumulative manner so students can master the skills they need to complete their research project.
   - Librarian can assist instructor with resource gathering, locating information on both instructor and student needs.

2. Calming factor/Reoccurring presence in classroom:
   - Librarian can avoid instructor in keeping students focused, directing research toward specific goals.
   - Librarian's presence in the studio clarifies and supports student learning.
   - Helps to keep the frustration level down by providing a friendly, accessible resource for help, in addition to the instructor.

3. Cool factor:
   - Librarian has the expertise to quickly locate and provide information that will keep the students excited about their research.
   - Librarian can inform instructor of new resources and how to use them.
   - Librarian can locate materials that will pertain to instructor's future needs or interests based on information gathered during project development and implementation.

### References

- Brown, Jeanne, et al. "Information Competencies for Students in Design Disciplines from ARLIS as a guide."
- "Student Feedback via SurveyMonkey"