Havens Outline:

I. Very brief intro./desc. of IL course and requirement for graduation

II. Havens: IL for ARCH/Design Critical Themes

A. Reinvention/Preconception
   1. Citation style invention exercise
   2. IL-related design exercises

C. Role playing a.k.a. “professional practice scenarios”
   1. Examples of exercise
   2. Demonstrate relevance to discipline: quotes, clips, etc.

B. Critique/reflect
   1. Anonymous search strategy critique
   2. Design process critique (Moodle forum)

Havens personal notes:

3 themes woven into IL course: examples of corresponding exercises

Studio learning theme 1: Reinvention/preconception=

def. Encouraged to invent/design objects, places or processes without regard to established definitions

example: research process representation

students asked, in groups, to represent, with any type of drawing, the steps in the research process

then: identify differences and similarities, critique some librarians’ lists of the steps from .edu sites

example: library design

students asked to engage with library space by designing ideal or redesigning the current space

explore library, discuss what works, what could work better

example:

students are given a source of information and asked to invent their own citation style

compare notes

what would happen if everyone just invented their own? = case for standardization
Studio learning theme 2: Professional scenarios a.k.a. role playing

def. Encourage them to imagine themselves solving problem as architecture professionals

slide: self-explanatory

Quotes=arch. profs. comment on role of info./research in the design process related to their professional practice

Studio learning theme 3: Critique/reflect

def. Encourage feedback and constructive criticism= “design team” approach
example: Group 3 has demonstrated a search strategy using the avery index

students asked to submit suggestions for narrowing search through anonymous poll

Youtube example: Super slueths: design process part 1

watch a video of an architect discussing design process. identify steps and transitions where information is essential.

Has the architect left out some information gathering step?

Ziefle Outline:

III. Ziefle: IL for ARCH/Structure + Learning with Apps

A. Structure of Course [1 min. 30 seconds]
   1. Set tone by introducing exciting elements early on
      a. Exponential growth of the Internet and it’s purpose (social tools for sharing, Siri as a personal assistant)
      b. #’s as key concepts
   2. Draw similarities between popular social media concepts and information literacy concepts

B. Learning Styles + Apps [3 min. 30 seconds]
   1. Visual and technology oriented
      a. Demo Buildings
         i. OpenBuildings, crowdsourced project
         ii. Incorporate into “Open Access” lecture, example of OA architecture site
         iii. Exploratory reference tool
      c. Demo BAO
         i. Esri, driven by GIS
         ii. Authoritative demographic data for research
   2. Apps as reference/research tools
Ziefle personal notes:

Start and end with what’s exciting

WEEK 3: Evolution of the Internet
Q: What is the future of the Internet? A: Siri

# - user defined key concepts, correlation w/database searching

Visual learners and technologically savvy = APPS

BUILDINGS

Notable buildings worldwide, OA site, Wikipedia-like tool

BAO
Esri, Geographic Information System, authoritative, demographic info

***Incorporate into instruction, APPS for everything!

EMBRACE TECHNOLOGY JUST LIKE WE WOULD A NEW REFERENCE BOOK.