Can Only Librarians Do Library Instruction?
Collaborating with Art History Graduate Students to Teach Information Literacy

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Librarian’s Goals

- Reach Large Intro Classes
- Scaffold upper-division instruction
Librarian’s Goals

- But with hands-on sessions
Librarian’s Goals

- Improve graduate student teaching, research, and views of libraries
TA’s Goals

● Better use of appropriate sources
● Expand teaching skills
● Integrate information literacy into art history teaching
What we did

- Use a train-the-trainers model
- Provide lesson plans and training sessions
- Have TA’s lead recitation classes in the library
Classes

Semester one:
- Meet the Art Librarian
- Keywords
- Use the Catalog and find books in the stacks

Semester two:
- Keyword Homework assignment
- Evaluating articles
- Using databases to find articles
Study Methodologies

- Quick evaluation survey after each semester
- Interviews with the graduate students
Impact on Undergraduate Students

What were the most important things you learned today?

- 59%: Finding books in the library
- 30.8%: Finding books in the catalog
- 15.4%: Keyword generation
- 17.9%: Ordering books
What research skills do you feel like you have learned in this class?

- 87.3%: How to find articles and databases
- 28.4%: Evaluation--difference between scholarly and popular articles
- 17.6%: Keyword generation and refining searches
- 15.7%: Art history specific research skills

19.6% of students reported they wanted to learn even more ways to find articles and other sources.
Impact on Undergraduate Students

“I was really impressed with some of the articles they used in the last assignment...really high quality, really relevant to their theme”

Graduate student response

“...for a lot of them, just learning how the library operates on a basic level...was huge for them.”

Graduate student response
Impact on Graduate Student Teaching

Have conducting the library classes altered your teaching methods or style?

How so?

“It has definitely helped me concretize just how much detail and instruction they need on assignments and class materials.”

“It was helpful in organizing recitations where we were discussing readings, because before that, nobody was thinking about who wrote these things or where they were published.”
Impact on Graduate Student Research

Has the training and teaching the classes had any effect on how you conduct, think about, or approach research? How so?

“...how can I more quickly and effectively go through these scholarly articles and find the articles that matter...how do I build citation documents in a way that helps me with my research process?”

“The activity and resources we provided regarding distinguishing scholarly and popular sources was helpful for formulating my own literature reviews.”
“...this experience is really great for me because it forces me to become more informed, I know how to use the library even more than I could have imagined...when I go to the stacks and find a book and check it out successfully, it’s hugely gratifying. It feels empowering. If I can convey how empowered I feel to my students, that’s a great thing.”
Future Collaborators

● Just the start of many library partnerships throughout the careers of these future art professionals and faculty.
“I think the training and classes have made me realize how necessary library collaboration is in teaching—for one, it helped me learn about how my students learn, which was very helpful for planning class.”
Evolution of the Program

- More Homework assignments!
- Three sessions per semester
- Integrating the ACRL Framework
Evolution of the Program

- Library Sessions (Research as Inquiry)
- Citation Analysis using BEAT method (Scholarship is a conversation)
- Article Evaluation activity and discussion (Authority is constructed & contextual)
Thank You!

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Worksheets:
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