Who Invited the Librarian?

Studio Critiques as a Site of Information Literacy Education

Larissa Garcia and Ashley Peterson

ARLIS/NA February 2018
IN THE NEXT 15 MINUTES

Studio Critiques: Connecting the Framework

Librarian Participation in Studio Critiques
School of the Museum of Fine Arts at Tufts University (SMFA)
Northern Illinois University (NIU) School of Art & Design

Advantages

Challenges

Suggestions
“Critiques are successful when the student leaves the experience better informed, slightly more literate in the language of criticism and aesthetic analysis, and a stronger artist.”

Barrett, Terry, “Studio Critiques of Student Art: As They Are, As They Could be with Mentoring” Theory into Practice 39, no. 1 (Winter 2000): 32.
### Studio Critique Elements

**A student who is working on/has completed a piece must be “present, ready, and willing to enter into a conversation.”**

**Suggestions may be offered by critique participants “for revisions or alternate approaches, both intellectual and material.”**

**The student’s practice and results are “situated in relation to historical and contemporary art world contexts.”**

### Scholarship As Conversation

**Disposition:** “Understand the responsibility that comes with entering the conversation through participatory channels.”

**Knowledge Practice:** “Critically evaluate contributions made by others in participatory information environments.”

**Knowledge Practice:** “Identify the contribution particular articles, books, and other scholarly pieces make to disciplinary knowledge.”

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LIBRARIAN PARTICIPATION IN CRITIQUES: CASE STUDIES

School of the Museum of Fine Arts (SMFA) at Tufts University

Northern Illinois University (NIU) School of Art and Design
SMFA AT TUFTS

SETTING THE SCENE
SMFA Library: Fine Arts branch
Liaison to SMFA undergraduate programs

INFORMATION LITERACY AT THE SMFA
Practice
First-year composition & Senior Thesis
Curriculum Committee

Philosophy
Demystify research
Embrace & tame the chaos
Metacognition
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Details</th>
<th>Total Time Commitment</th>
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<tbody>
<tr>
<td>Spring 2017 painting course</td>
<td>Mid-semester crits, individual research consultations, final crits</td>
<td>11 hours</td>
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<tr>
<td>Fall 2017 metals course</td>
<td>Artists’ book exploration, individual research consultations, final crits</td>
<td>12 hours</td>
</tr>
<tr>
<td>Fall 2017 wet media course</td>
<td>Helped design research-based assignment, IL session, mid-semester crits</td>
<td>10.5 hours</td>
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<tr>
<td>Fall 2017 Senior Thesis</td>
<td>Final crits, caps a year-long embedded relationship that will continue next semester</td>
<td>lots</td>
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NIU SCHOOL OF ART & DESIGN

SETTING THE SCENE

UG & Grad interdisciplinary degree programs (Art, Art History, Art Ed)
BFA & MFA in studio art disciplines
No formal info lit component in these programs

INFORMATION LITERACY AT NIU

Evolving faculty collaboration
From course-integrated to program curriculum-embedded
  ● Beginning, Intermediate, Advanced (2 courses), & Senior Project
Advanced Photographic Media

Involvement: reading list/cornell notes, 2 library sessions, mid-semester crits

- Session 1: Multidisciplinary research as a source of inspiration
- Crit Participation: “How did your research impact or influence this work?”
- Session 2: Strategic searching

Total time commitment: 12-14 hours
CONNECTING CRITS TO RESEARCH

“[K]nowledge of the world and culture can only enrich you--whether literature, scientific study, personal experiences, or travel. Knowledge of historical and contemporary practice places you in a larger, stimulating conversation” (90).

ADVANTAGES

Meaningful interaction
Authentic assessment
Collection development
Enriched teaching practice
CHALLENGES

Logistics
Faculty buy-in
Learning to crit
Suggestions

Just ask!
Clarify your role
It’s assessment!
Part of the instruction menu
THANK YOU! + FURTHER READING

Larissa Garcia  
*Information Literacy Librarian &
Art Subject Specialist*
Northern Illinois University  
larissagarcia@niu.edu

Ashley Peterson  
*Research & Instruction Librarian*
School of the Museum of Fine Arts at Tufts University  
a.peterson@tufts.edu

Barrett, Terry, “*Studio critiques of student art: as they are, as they could be with mentoring,*” Theory into Practice

Garcia, Larissa, and Ashley Peterson. "*Who invited the librarian? Studio critiques as a site of information literacy education.*" Art Libraries Journal


Mers, Adelheid “*Adapting techniques of studio critique for arts management pedagogy,*” The Journal of Arts Management, Law, and Society

Petraits, Ellen. "*Assessing the impact of library instruction on studio-based research: developing a qualitative model.*" Art Libraries Journal