FIRST YEAR INSIGHT
Disrupting Assumptions about Research in Art & Design

Siân Evans, Linden How, Shannon Marie Robinson, & Mackenzie Salisbury
Giant Mapping Creative Research Strategies + Sources

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she/her
**Context**

- PNCA First Year Seminar Fall 2017: 8-week long course, 5 instructors, ~125 first year and transfer students
- Introduces students to life in college & Portland with gallery visits, cooking competitions, etc.
- Builds community among students & connects them with mentors & various PNCA departments
Library Session Goals

“Research, for me, is more like a feeling.”

Sara Jaffe

- Introduction to library resources and the concept of creative research
- Students define ways they are already engaging in creative research & draw connections to each others’ practices
- Break down anxiety around the library and academic art & design research
Creative Research

- Myriad places, experiences, sensations, etc. that artists & designers draw information and inspiration from

- Prompt: *In what ways do you currently engage in creative research?*

- 20 minutes to map your own practices, 10 minutes to draw connections to others’

- Reconvene to discuss themes we saw
Results

| Observation/external experience (people, objects, etc., multisensorial observation excl. art) | 123 | 16.12% |
| Film/video/animation | 119 | 15.60% |
| Music/sound | 86 | 11.27% |
| Books/printed & web matter/reading | 51 | 6.68% |
| Making/studio practice/experimentation/failure | 48 | 6.29% |
| Internal experience (emotion, etc.) | 43 | 5.64% |
| Social interaction (friends, family, other artists, etc.) | 38 | 4.98% |
| Looking at art, design, and imagery | 38 | 4.98% |
| Image-based internet platforms (Tumblr, Pinterest, etc.) | 26 | 3.41% |
| Comics/graphic novels (incl. webcomics) | 26 | 3.41% |
| Food/cooking/eating/drinking (non alcoholic) | 23 | 3.01% |
| "Altered states" (Meditation, dreams, smoking pot, etc.) | 22 | 2.88% |
| Memes/internet comedy | 22 | 2.88% |
| Video/card/Role playing games | 17 | 2.23% |
| Spirituality & mythology (Astrology, god, etc.) | 14 | 1.83% |
| Other fields (science, etc.) | 14 | 1.83% |
| Podcasts & lectures (artists & otherwise) | 13 | 1.70% |
| Writing | 12 | 1.57% |
| General internet browsing | 12 | 1.57% |
| Social media interaction (Facebook, etc.) | 10 | 1.31% |
| Tutorials | 6 | 0.79% |
Mind Mapping with Research Studio

Mackenzie Salisbury [she, her, hers] | Research + Instruction Librarian
John M. Flaxman Library | School of the Art Institute of Chicago

What people think research looks like: 

What research actually looks like:
Library Goals:

- Students will gain an understanding that research is an open-ended, iterative exploration and a continuous engagement with information
- Students will value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process

SAIC Alignment*:

We are explorers: At SAIC, we exceed boundaries. Our commitment to an open structure is embodied in a curriculum of self-directed study within and across a multiplicity of disciplines and approaches that promote critical thinking, rigorous investigation, and playful creativity...

ACRL Framework:

Research as Inquiry: Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Searching as Strategic Exploration: Students will utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.
Exquisite Mapping

1. Students gather in small groups, each are given 1 large paper, students write their interest / topic / artist as the starting place.

2. Students then brainstorm 4 ideas that relate to this topic.

3. Students pass the paper to their left OR cover their first 4 ideas with a card.

4. With the new page, students are asked to brainstorm ideas related to the first "branch" of terms, at least 4 OR add 4 more terms and then cover a selection before passing.

5. Process is repeated until the page returns to the original student.

6. Using terms on the page, students search the catalog for 1 book, write the citation.

7. Students find the book on the shelf and return to class to discuss this activity.

8. What was unexpected? What questions do you have?
Object Based Mind Maps

1. Ask students in each group to look at their items and choose one to research together
2. Ask students to fill out Part 1 worksheet together, which asks students to generate keywords based on areas of inquiry (ex., materiality or content or discipline or art movement)
3. Show previously filled out example or ask questions for guidance
4. Using Librarian Example, demo searching using one of the keywords in the catalog covering.
5. Ask students to use some of the keywords to conduct their own search in the catalog, selecting one item from those search results, recording the, call number in one of the empty boxes.
6. With the mind map, conduct a short tour of the library space, pointing out call numbers, showing them how it is applicable.
7. Ask students to find the book that matches the call number they have recorded.
Did it work?

- Rubrics are still being evaluated...
- Anecdotally, yes!

Benefits:
- Students seemed engaged in the process when we made it about something that was lower stakes
- Students engaged with each other in working on the keyword generation
- Almost every group found materials in the library that they were personally interested in as a byproduct of this activity
- Faculty enjoyed the change in approach, a few noting that the engagement with the collections earlier seemed to peak student interest.

Drawbacks:
- Harder to quantitatively evaluate
- Cover less in our orientation
- Class dynamics play a major role in the success of this activity
mapping processes in design

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she/her
affinity diagramming (aka kj method)

- affinity diagramming is derived from the kj method, a technique developed by Japanese ethnologist Jiro Kawakita
- group members silently reflect on one question, topic, or issue
- observations, data + facts, insights + ideas are all recorded
  - one per sticky note
  - notes can be color-coded by type of information for visual reflection
- all notes are posted for group assessment and consensus-building
  - everyone’s voice is heard
  - all observations are welcome - quantity over quality
- related notes are clustered together + given a category or theme
in practice

- experiential learning about business resources
- teaching each other about business resources
- group consensus on types of information consulted when doing research in the major
in practice

- learning about academic reading + scholarship
- group consensus on comparisons between scholarly + popular
- makes tacit knowledge explicit + validates mental models
didn’t work

- Padlet with juniors + seniors
- software confusing + uncooperative
- didn’t get out of their seats
  ○ movement effective in maintaining class energy

Resources for Business Plan Development
Which key questions does your resource help answer? Write the name of your resources + a brief description of why it’s useful for this section of the business plan.

<table>
<thead>
<tr>
<th>STRATEGY + IMPLEMENTATION</th>
<th>INDUSTRY</th>
<th>COMPETITION</th>
<th>TARGET MARKET</th>
</tr>
</thead>
<tbody>
<tr>
<td>includes: status of business + traction, marketing plan, sales strategy (financial projections + revenue models)</td>
<td>Which Industry does my business fall under? Which trade associations serve that industry? What does the data show about the financial performance of that industry in recent years? What does the research show about trends in that industry?</td>
<td>includes: overview, advantage / strengths + barriers to entry</td>
<td>What geographic area do I plan on serving? What is the demographic profile of the customers I plan on serving (e.g., age, gender, income, education level)? How many people fit that demographic profile in my target geographic area? What trends affect my market? What data (if any) indicates buying habits or preferences of my target market?</td>
</tr>
<tr>
<td>How will you bring your idea to market? How will the business make money?</td>
<td>Small Business Resource Center</td>
<td>Who are the leading competitors in my market or geographic area? What do my competitors charge? What are their strengths? Shortcomings? What primary methods do my competitors use to attract customers? What, if anything, has caused my competitors to close?</td>
<td>- Research Guide Section: Consumer + Market Research (Demographics and Psychographics)</td>
</tr>
<tr>
<td>• on homepage of D+M guide, under Writing for Business and on the Company + Industry Research page</td>
<td>IBISWorld</td>
<td>Mergent Intellect</td>
<td>Statista</td>
</tr>
<tr>
<td>• has four sections: plan, fund, start, and manage</td>
<td>Search your market or markets and you will be able to view many aspects including: -Industry Performance -Industry Outlook -Products &amp; Markets -Competitive Landscape -Major Companies -Key Statistics</td>
<td><a href="https://www.mergentintellect.com.aspx?Library=">https://www.mergentintellect.com.aspx?Library=</a></td>
<td>• Consumer reports and statistics on sales trends. For example we found that Organic food sales in the US has seen consistent growth over the past 12 years.</td>
</tr>
<tr>
<td>• each section gives you articles, how to resources, and sample business plans</td>
<td>- Revenue information - projection for future years</td>
<td>-show a competitors list</td>
<td>- Mostly statistics &amp; demographics</td>
</tr>
<tr>
<td>Statista</td>
<td></td>
<td></td>
<td>- Can search by keyword</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Browse under statistics &amp; filter by large industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- More topics - you can find statistics, studies, intervention tension</td>
</tr>
</tbody>
</table>
use it yourself

- using this technique to create a curricular support program
- capture data from variety of sources (literature, interviews + reflection)
- thoughts to Post-It (work when you have time)
- easily revise work in progress
designing scalable lesson plans

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why?

**AY 2017-2018:**
- 224 library sessions serving ~3,000 students and only 5 Librarians
- Complaints that all the classes are “the same”
step 1: getting buy-in

Use Data:
- 2015 SNAAP Data
- ACRL Framework
- 2015-2016 Information Literacy Pre- and Post-Test
step 2: getting librarian feedback

Don’t Do This:

- Build lesson plans without feedback
- Yes, even if your colleagues say they’re ok with it
step 3: getting faculty feedback

Do This:

- Speak their language: have rubrics to review
- Be prepared for pushback: focus on scaffolding

Learning Objectives:
By the end of this session, students will be able to:
- analyze resources and critically evaluate authorial bias
- synthesize and contextualize information

<table>
<thead>
<tr>
<th>Author information</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify the authors/ contributors, identify how they found the information, and analyze why the authors/ contributors are writing about the topic.</td>
<td>Students identify the authors/contributors but do not specify how they found this information or why the authors/ contributors are writing about the topic.</td>
<td>Students do not identify the authors/ contributors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publication information</th>
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</thead>
<tbody>
<tr>
<td>Students identify the publication and identify the editorial process or mission statement.</td>
<td>Students identify the publication but do not identify an editorial process or mission statement.</td>
<td>Students do not identify the publication.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Critical analysis</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Insufficient</th>
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<tbody>
<tr>
<td>Students identify both the trustworthiness of the source (in their opinion) and how it might be useful to them, providing arguments for both.</td>
<td>Students identify both the trustworthiness of the source (in their opinion) and how it might be useful to them, but do not justify their position.</td>
<td>Students do not identify whether or not they consider the source trustworthy or how it might be useful to them.</td>
<td></td>
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</tbody>
</table>
the lesson plans

libguides.mica.edu/informationliteracyprogram

TL;DR:
- Backwards Design
- Information Literacy Journey

hi!
the benefits

Where we’re at now:

- New departmental buy-in
- Beginnings of curriculum mapping
the challenges

To consider:
- Disorganized faculty
- Badly designed assignments
- Librarian pushback
- Student pushback
Share Out

- What did your table map, discuss, and/or learn?
- What are some assumptions/misconceptions about first year students and their needs that you’ve experienced?
- In your own work with first year students, what has and hasn’t worked? What were the reasons?
Thank you!

Questions?