

5-2-2008

## The Association of Architecture School Librarians instruction workshop 'lessons learned'

Jeanne M. Brown

*University of Nevada, Las Vegas, [jeanne.brown@unlv.edu](mailto:jeanne.brown@unlv.edu)*

Janine Henri

*University of California - Los Angeles*

Follow this and additional works at: <https://digitalscholarship.unlv.edu/libfacpresentation>



Part of the [Education Commons](#), and the [Information Literacy Commons](#)

---

### Repository Citation

Brown, J. M., Henri, J. (2008, May). The Association of Architecture School Librarians instruction workshop 'lessons learned'. Presentation at 36th annual ARLIS/NA conference, Denver, CO.

Available at: <https://digitalscholarship.unlv.edu/libfacpresentation/34>

This Poster is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Poster in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Poster has been accepted for inclusion in Library Faculty Presentations by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact [digitalscholarship@unlv.edu](mailto:digitalscholarship@unlv.edu).

# THE ASSOCIATION OF ARCHITECTURE SCHOOL LIBRARIANS INSTRUCTION WORKSHOP *“LESSONS LEARNED”*

Report on a workshop held March 2008 at the Association  
of Architecture School Librarians conference in Houston

Jeanne Brown, University of Nevada, Las Vegas  
and

Janine Henri, UCLA and AASL 2008 President

# Workshop Goals – For Session Attendees

Learn how to:

- ▣ relate course assignments to information competencies
- ▣ identify appropriate learning outcomes
- ▣ plan activities to achieve those learning outcomes
- ▣ create tools to assess student learning

# Goals from Workshop Organizers' Perspective

- ▣ Is the workshop format an effective way for architecture and design librarians to develop information literacy skills?
- ▣ Do architecture and design librarians benefit from working with colleagues on information literacy instruction plans?
- ▣ Should this kind of workshop be further developed into a continuing education offering?

# Workshop Facilitators

- ▣ **Michele Ostrow**, Head Librarian, Library Instructional Services, University of Texas at Austin
- ▣ **AJ Johnson**, Information Literacy Librarian, University of Texas at Austin

# Workshop Format

- ▣ Facilitators take turns presenting concepts, reviewing strategies, and leading group discussion – alternating between large group and small group set ups
- ▣ Handouts provide links to ACRL definitions, standards, assessment tools, and *Bloom's Taxonomy* in writing outcomes
- ▣ Large group breaks into small groups of three or four for collaborative active learning exercises, with facilitators roaming among the groups



# Workshop Content: Class Planning Guidelines

- ▣ Review *ACRL Information Literacy Competency Standards for Higher Education* and *Information Competencies for Students in Design Disciplines* to identify competencies relevant to course assignments
- ▣ Create content and activities based on desired learning outcomes
- ▣ Appeal to a diversity of learning styles: visual, auditory, and kinesthetic learners

# Workshop Content: Writing Learning Outcomes

- ▣ Consult information competencies list to select or adapt learning outcomes
- ▣ Use learning outcomes to drive the class plan
- ▣ Use Bloom's *Taxonomy of Educational Objectives* to select verbs related to educational objectives
- ▣ Consider how outcomes can be measured and demonstrated
- ▣ Share your class plan with the faculty
- ▣ Focus on no more than 5 outcomes and share them with students



# Workshop Content: Examples of Learning Outcomes

- ▣ Identify relevant article databases for architectural design topics
- ▣ Construct effective search strategy to locate needed articles & images
- ▣ Interpret citations and retrieve articles and images
- ▣ Assess appropriateness of search results and information sources
- ▣ Demonstrate ability to cite sources

# Workshop Content: Examples of Activities

- ▣ Class discussion: when describing usefulness of encyclopedias, ask students if they use Wikipedia and what they like about it
- ▣ Peer learning: pass around a reference source and have students tell each other what's in it
- ▣ Group activity: give groups an article citation and first page to evaluate whether it is scholarly or not
- ▣ Individual hands-on exercise: have something to circle on handout or a brainstorming activity (keywords or constituencies interested in a topic)
- ▣ For more ideas, search the web under "Library Active Learning"

# Workshop Content: Class Assessment

- ▣ Assessment of student learning should be tied to **learning outcomes**
- ▣ Assignments are assessments
- ▣ Only assess student learning if you plan to use this assessment
- ▣ Follow-up: e.g., review with instructors to discuss how to improve results or what follow-up instruction is needed; ask faculty to forward answers to students; respond to students by e-mail

# Workshop Content: Examples of Class Assessment

- ▣ Pre-test & post-test in Survey Monkey or using course management software
- ▣ Analyze students' bibliographies
- ▣ Review students' research logs
- ▣ Have students e-mail citations to themselves and copy you to evaluate relevancy
- ▣ U. Texas Libraries 'Evaluating Student Learning' page at [www.lib.utexas.edu/services/instruction/tips/eval/eval\\_learn.html](http://www.lib.utexas.edu/services/instruction/tips/eval/eval_learn.html)

# Workshop Evaluation:

- ▣ Workshop feedback (forms filled out at end of workshop)
- ▣ Post-workshop survey (e-mail survey sent to all conference registrants: both workshop attendees and non-attendees)



# Workshop Evaluation: Selected AASL Workshop Participant Feedback

What was the most useful thing you learned?

- ▣ Connecting assignments to outcomes
- ▣ Using *Bloom's Taxonomy* when writing learning outcomes
- ▣ Examples of active learning exercises

Other comments

- ▣ Very good balance of presentation, discussion and individual work. I'm leaving with specific practical ideas of things I want to try at home.



# Workshop Evaluation: Post-Workshop Survey Responses

## *Format*

- ▣ Most respondents liked the opportunity for hands-on activities and felt the workshop was a successful format. [15 of 19]
- ▣ Some would have preferred workshop leaders with architecture background. [9 of 19]
- ▣ Several thought the small group activity was too limiting since it depended on the expertise of those in the group. [comment]

# Workshop Evaluation: Post-Workshop Survey Responses

*What attendees plan to apply to their own situation*

- ▣ Connect class activities with learning outcomes and formulate learning outcomes for each of their classes. [17 of 19]
- ▣ Use verbs suggested by Bloom's Taxonomy in their outcomes. [15 of 19]
- ▣ Use exercises that had been developed in the small group work. [13 of 19]
- ▣ Use the quick classroom assessment techniques presented in the workshop. [11 of 19]

# Workshop Evaluation: Post-Workshop Survey Responses

## *Desired future workshop contents*

- ▣ A workshop on developing plans to incorporate information skills throughout the curriculum [15 of 19]
- ▣ A workshop on learning outcomes for design students specifically and how those might relate to an architecture curriculum [12 of 19]
- ▣ Concentration on skills and competencies needed for design project research. [11 of 19]
- ▣ A session on outcomes and activities for upper division and graduate students [10 of 19]
- ▣ Reframe perspective to “formulate learning outcomes from the point of view of the School of Architecture instead of from the librarian’s point of view” [comment]

# Next Steps

*Based on feedback at the end of the AASL workshop, responses from both attendees and non-attendees to surveys, and our own interpretation and perspective, we have two recommendations for follow up training.*

- ▣ Propose a follow-up workshop at next AASL conference, focusing on developing plans to incorporate information skills throughout the curriculum
- ▣ Develop a session proposal for the next ARLIS/NA conference where experienced architecture and design librarians share how they have used the *Information Competencies for Students in Design Disciplines* and how they have worked with faculty on information literacy planning



## Selected Basic Skills for Architecture Students from *Information Competencies for Students in Design Disciplines*

- ▣ Use the *Avery Index to Architectural Periodicals* to locate articles on discipline-specific topic
- ▣ Find images using a variety of sources (library print sources, internet, licensed databases such as *ARTstor*)
- ▣ Find materials on specific buildings and architects
- ▣ Identify and retrieve information on precedents
- ▣ Use sources like the *Macmillan Encyclopedia of Architects* to locate additional information such as the name of the architect or style when only the building name has been provided

ARLIS/NA Online Publication

<http://www.arlisna.org/resources/onlinepubs/informationcomp.pdf>

## Selected Intermediate Skills for Architecture Students from *Information Competencies for Students in Design Disciplines*

- ▣ Distinguish among facts, points of view, and opinion - especially on controversial topics such as sprawl
- ▣ Identify the intended audience(s) of an outlet for architectural information (e.g. a book, a scholarly or professional journal, a web site, a reference tool)
- ▣ Effectively use various types of maps, atlases, and online geographic systems like GIS for site analysis
- ▣ Retrieve case studies relevant to assigned projects
- ▣ Retrieve architecture and design materials by style, location, era

ARLIS/NA Online Publication

<http://www.arlisna.org/resources/onlinepubs/informationcomp.pdf>



## Selected Advanced Skills for Architecture Students from *Information Competencies for Students in Design Disciplines*

- ▣ Effectively select and use sources specific to the field (e.g. codes, product literature, graphic standards, time-saver standards, *LEED Manual*)
- ▣ Identify architectural or building consultants, experts in the field, and other persons who can be approached for advice and information on a project
- ▣ Set up a personal current awareness system, including online table of contents scanning, regular examination of review articles, etc.
- ▣ Identify sources for project-specific information (e.g. site plans, management information, traffic, climate, soil data)

ARLIS/NA Online Publication

<http://www.arlisna.org/resources/onlinepubs/informationcomp.pdf>