

ARLIS/NA

ART LIBRARIES SOCIETY of NORTH AMERICA

2015: 43rd Annual Conference
Fort Worth, Texas | March 19–23, 2015

Teaching Librarians SIG Meeting

March 20, 2015

Submitted by Jamie Vander Broek

Attending: Liv Valmestad, Mary Louise Castaldi, Sara MacDonald, Alexandra Provo, Shari Salisbury, Leslie Jankowski, Mary Wahl, Sarah Dickinson, Phoebe Stein, Stephanie Frontz, Susan Sheiner, Krista Ivy, Robert Lobe, Stephanie Frontz, Jill Luedke, Chizu Morihara (moderator), Jamie Vander Broek (minutes)

Topics of Concern/Interest to SIG:

- Teaching in a super hi-tech immersive space
- Moving past one-shots
- Managing heavy instruction loads
- Pedagogical methods
- Tips for getting students excited
- Poll Everywhere (instant mobile phone polling web application)
- Workshops

Technology

- Chizu has a brand new instruction space that hasn't been outfitted at all and is interested in what others are doing in tech-rich spaces
 - Mary at Cal State just renovated a classroom with iPads
 - Some are doing shelfie/selfies in the stacks (shout-out to Annette Haines!)
 - Net support — allows you to show students' screens on the projector, switch back and forth
 - University of Texas at San Antonio uses Group Spot — tables with large monitors using Team Spot software
 - Large monitors at either end of a classroom divided into tables — classroom divider "hotel quality"
- LibGuides
 - Most have not upgraded to 2.0 but those who have are happy

Outreach and Keeping Things Exciting

- Are people integrated into new faculty orientation?
 - Some get a list of new faculty and then meet with each one to do a tour
 - Others are small and it's easier to meet all of the faculty
 - Some do a new faculty reception
- Digital screens — used for both advertising and instruction

Moving Beyond the One Shot

- Leslie: sometimes like pushing a boulder up a mountain
- Liv: tries to get into large survey classes
- Instruction idea — take one reading out of the bibliography and make it something that has to be found by the students on their own
- Reaching upper level undergraduates?
 - Through faculty?
 - Through teaching assistants — get them to be your voice with the faculty
- Office space for PhD students in the library — embed them to increase their use and build the relationship
- Pin point their needs to build the relationship — go after the need and then from there they'll know to come to you
- Chizu goes to seminars to learn what faculty are teaching — these are the most serious students

Overloaded schedules — managing heavy loads

- Session on teaching the teachers might help manage load (Friday, March 20 • 1:00pm - 2:00pm : Sharing the Reins: New Angles on Instruction)

Mindfulness Workshop

- Encouraged using language like “try this” instead of 1,2,3
- Incorporating meditation into the classroom:
 - Laptops down, feet on the floor — close your eyes, walk them through an exercise. Apparently students like it.
- Don't call it meditation — definitely mindfulness
- Works for disciplines outside art?
- Helps to refocus students' attention
- Took objects out of a bag, had everyone look at them, then put them back in the bag and asked the class to name them all (this is like sneaky meditation/mindfulness) exercise to reset

Small Group work

- Technique of small group exercises
- Works in credit based classes that you get to see more than one time
- Have the students use the whiteboard
- Candy to incentivize participation
- Concept mapping — works best in groups, on their own they get stuck quickly
- One group does futurism, another doing cubism, etc.
- Elevator pitch — made them all do elevator pitches of their thesis topic. Needs to be memorized and not read out loud. Helps them ground their research

Assessment

- Lots of people use paper forms
- Would like to space out evaluations a few weeks apart to gauge retention

- 3-2-1 — three things you learned today, two you want to know more about, one that you'll incorporate
- Poll faculty members
- Ask the students to write on a prompt
- Attach the assessment to the assignment to make it meaningful — names and course names were on the assignments so you could also look at student performance
- Quick and small

Branding and Design Sensibility

- Important to student population that handouts look good
- Students like to pin things up — design resources so that they are ready to pinned up on a studio wall “pin ups”
- Hand out push pins

Listserv — set up a while ago

- We'll add everyone today to it if they would like
- We can talk about a panel suggestion for next year