

ARLIS/NA + VRA 3rd Joint Conference 2016, Seattle – Conference Session

Reshaping Library Instruction within Art & Design Education: Experimenting and implementing the Info Lit Framework

The Academic and College Research Libraries (ACRL) Framework for Information Literacy, released in February 2015, gives instruction librarians a new opportunity to emphasize the natural connection between the library and the creative and academic work of art students, artists, and scholars. This panel will explore the ways that instruction librarians are experimenting with and implementing the new Framework and threshold concepts in the art school/program environment. It will ask: How are art and design librarians interpreting this document within the context of their community and connecting the conceptual Framework to their pedagogical practices?

Presenters will share their unique approaches to working with the new ACRL Framework, which includes emphasizing visual literacy, developing teaching tools and resources, and creating learning opportunities, in hopes that attendees will find valuable takeaways and ideas. This session will be particularly relevant to art librarians with an interest in information literacy instruction in higher education.

Moderator

Chizu Morihara, UC Santa Barbara, Teaching SIG partner

Speakers

Nicole Beatty, Weber State University

Adventures in Librarianship and Interdisciplinary Instruction

Larissa K. Garcia, Northern Illinois University

Using Threshold Concepts as Metaphors for the Creative Process in an Advanced Studio Photography Class

Amanda Meeks and Teresa Burk, Savannah College of Art and Design (Atlanta)

Making Sense of Threshold Concepts Through Graphic Design Collaboration and the Student Lens

Ashley Peterson and Darin Murphy, School of the Museum of Fine Arts

Searching as Serendipitous Exploration: Information and Visual Literacy in Studio Art Courses

Ellen Petraits, Rhode Island School of Design

Connecting the Dots to Form a New Constellation: Supporting Studio Learning Environments for Graduate Students through Instruction, Threshold Concepts, and Qualitative Assessment