

Pushing the Boundaries:

Teaching and Learning outside the Classroom

Take a Hammer to Your Hard Drive:

Facilitating Metacognition among Humanities Graduate Students
@ The University of Pittsburgh

Kate Joranson, Head, Henry Clay Frick Fine Arts Library
In collaboration with Alison Langmead, Visual Media Workshop

Our Assertion

Reflecting on the role of digital tools and methods in contemporary scholarship is becoming a necessary part of graduate education in the humanities, yet these pedagogies are not embedded in the classroom.

Metacognition

Community-building through discussion of shared metacognitive problems such as...

“How can I develop a system for organizing my research photos that is sustainable for me, given what I know about my abilities and inertia?”

“I have two digital tools in hand that do about the same thing, how can I tell which one is better suited, not only to my research question, but also to my habits and preferred approaches as a scholar?”

Toolshops

2 hour, informal, drop-in workshops centered on a theme, such as image management, timelines, and collaboration.

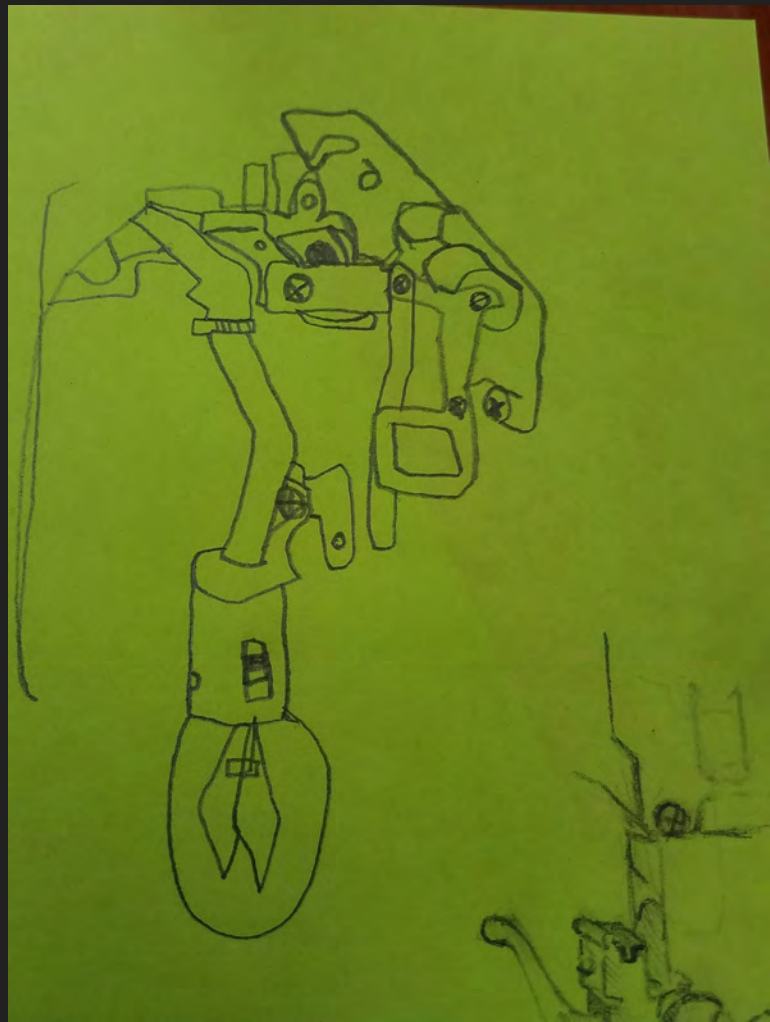
- Acute problem-solving and open-ended inquiry.
- Time for individual consultation

Toolshop: Physical Experience of Machines and Tools





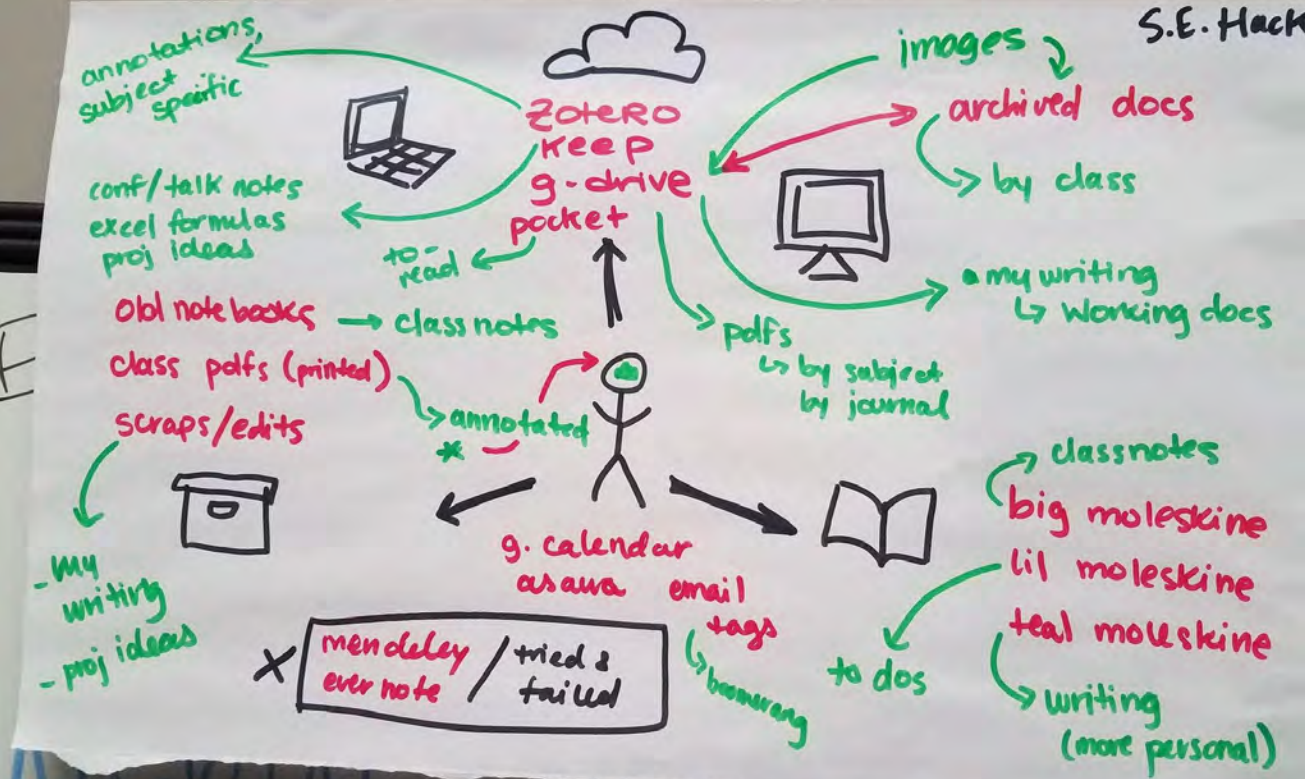




Toolshop: Research Management



S.E. Hack



Situated Learning Theory

Activities, tasks, functions, and understandings do not exist in isolation; they are part of broader systems of relations in which they have meaning. These systems of relations arise out of and are reproduced and developed within social communities, which are in part systems of relations among persons...Learning thus implies becoming a different person with respect to the possibilities enabled by these systems of relations. To ignore this aspect of learning is to overlook the fact that learning involves the construction of identities.

Jean Lave and Etienne Wenger (1991) Situated Learning. Legitimate peripheral participation, Cambridge: University of Cambridge Press

Toolshop as a Productive Metacognitive Environment

- From narrow problem-solving to understanding the bigger picture of conducting research and learning
- Meets needs not met in classroom instruction or committee advising

From a Learner's Perspective

Graduate student meets with advisor, and is charged with:

Find every instance of your topic (staged violence in art) around the globe since 1960

Find your place in that conversation

Write

Also, "a timeline might help"

What makes this type of reflective practice possible?

Graduate student reflects on this non-evaluative environment, where:

“My situation and skills accepted and validated, and I accept and validate others.

Workshop leaders model an empowered curiosity: ‘I don’t know. Let’s think about it together.’

We rely on one another to share expertise and struggles with a range of digital tools.”

MFA Graduate Studio Visits with a Librarian @ SAIC

Mackenzie Salisbury, Reference + Instruction Librarian



Who



Logistics | How



Goals



SAIC Core Values:

We Are Explorers... 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.

Meaning and making are inseparable, existing as a perpetual and productive cycle driven by experience, research, and critique...

ACRL Framework:

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Information Creation as a Process

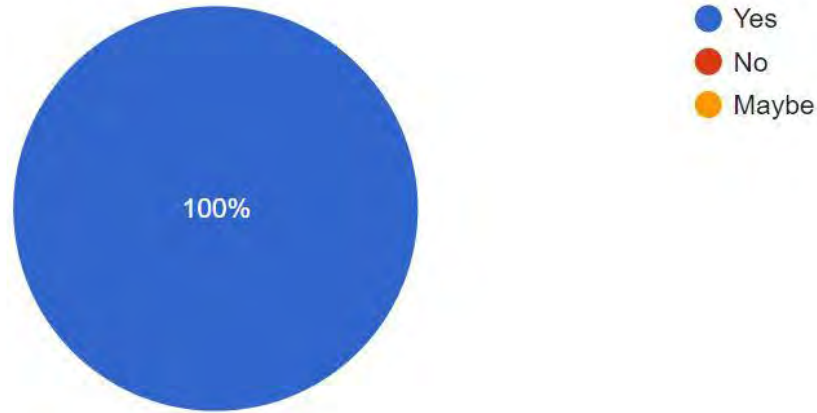
Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

Assessment | Outcomes



Would you recommend this to the next cohort of students for the Low Res MFA?

15 responses



"Would it be possible to get a different librarian each summer? I loved my visit with the librarian I had. It would be great to get a fresh perspective each year. My librarian visit was great! When I saw the librarian who visited my studio while researching my art history paper in the library, she remembered my work and was able to make suggestions for my research. That was so helpful." -- Low Res 2017 cohort student

Future | Takeaways



Props and Credits

Amanda K. Gluibizzi, (2009) "The world of outreach: One art librarian's perspective", *Library Review*, Vol. 58 Issue: 2, pp.116-123, <https://doi.org/10.1108/00242530910936934>

"Framework for Information Literacy for Higher Education" last modified January 11, 2016, Association of College & Research Libraries, Accessed January 5th, 2018. <http://www.ala.org/acrl/standards/ilframework>.

Gatten, Jeff, and Mike Bryant. 2010. Rock the CASBAH: CalArts' student behaviors and habits. *Art Documentation: Journal of the Art Libraries Society of North America* 29 (2): 63-9.

Leousis, Kasia. "Outreach to Artists: Supporting the Development of a Research Culture for Master of Fine Arts Students." *Art Documentation: Journal of the Art Libraries Society of North America* 32, no. 1 (2013): 127-37. doi:10.1086/669994.

Petraits, Ellen. 2017. Assessing the impact of library instruction on studio-based research: Developing a qualitative model. *Art Libraries Journal* 42 (2): 80-5.

"SAIC About: Core Values." SAIC : School of the Art Institute of Chicago. Accessed December 10th, 2017. <http://www.saic.edu/about/corevalues/>.

Questions?

goo.gl/YsW4kK