

Wide Open Spaces:



The Winding Road to

Feminist Library Instruction in the Lecture Classroom

Objective

Within a stadium-style lecture classroom of 125 students, develop positive, caring student-teacher relationships via **feminist pedagogy**¹ by valuing student experience, fostering active participation to achieve goals shaped by learner input, and facilitating personal response and reflection.

Introduction

Context

- ARCH225: History of World Architecture 1
- Mandatory series
- 75 minutes
- 125 students
- 3 credit course

Objectives

- Identify and execute alternative research methods, including search strategies and finding tools
- Cite and manage sources throughout research process

Content

- WorldCat
- Google Scholar
- Oxford Art
- Turabian Style

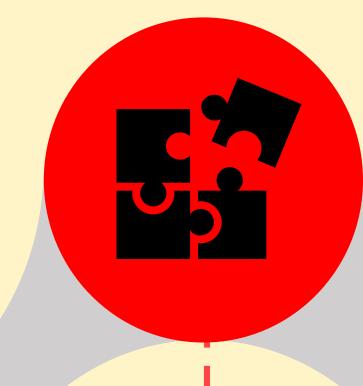
Impact

- 10 questions posted anonymously during class
- 12 reflection surveys submitted at end of class
- 1 thank you email from the instructor
- 142 LibGuide views since February 21
- Three students scheduled advance research assistance
- Several students sought walk-in help

Collaborative Process

Connect

Initial outreach and sustained communication with faculty



Explore

Cooperative,

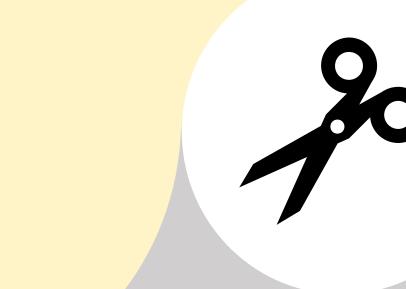
playful, blue sky

thinking informed

by research

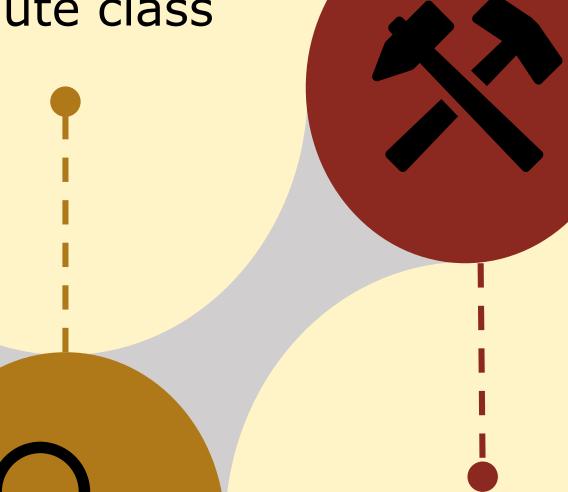
Create

Propose the lesson plan and seek feedback



Facilitate

Instruct 125 students for 45 minutes of 75minute class



Iterate

Revise based on new learning outcomes and time constraints



Reflect

Share immediate response and consider impact at semester end

Assessment Process



*Using a Google Form, students create their own learning outcomes before the session



Using a Google Doc, students ask questions throughout class which are answered in near real-time

Throughout



Form, students identify the most helpful and most confusing thing as the session ends

Using a Google

Conclusion



Using email paired w/a LibGuide, librarians respond to questions two weeks after the session

After

Materials

Website: go.umd.edu/libarch225

LibGuide: go.umd.edu/guide225

Acknowledgements

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- Field study mentor Cindy Frank (Architecture & Visual Resource Librarian)
- ARCH 225 Assistant Professor Joe Williams
- Field study supervisor Suzy Wilson (Teaching and Learning Librarian)

JSTOR/Artstor

- - Before

*Unfortunately, the instructor did not share the survey with students.