



# 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**<sup>1</sup> 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

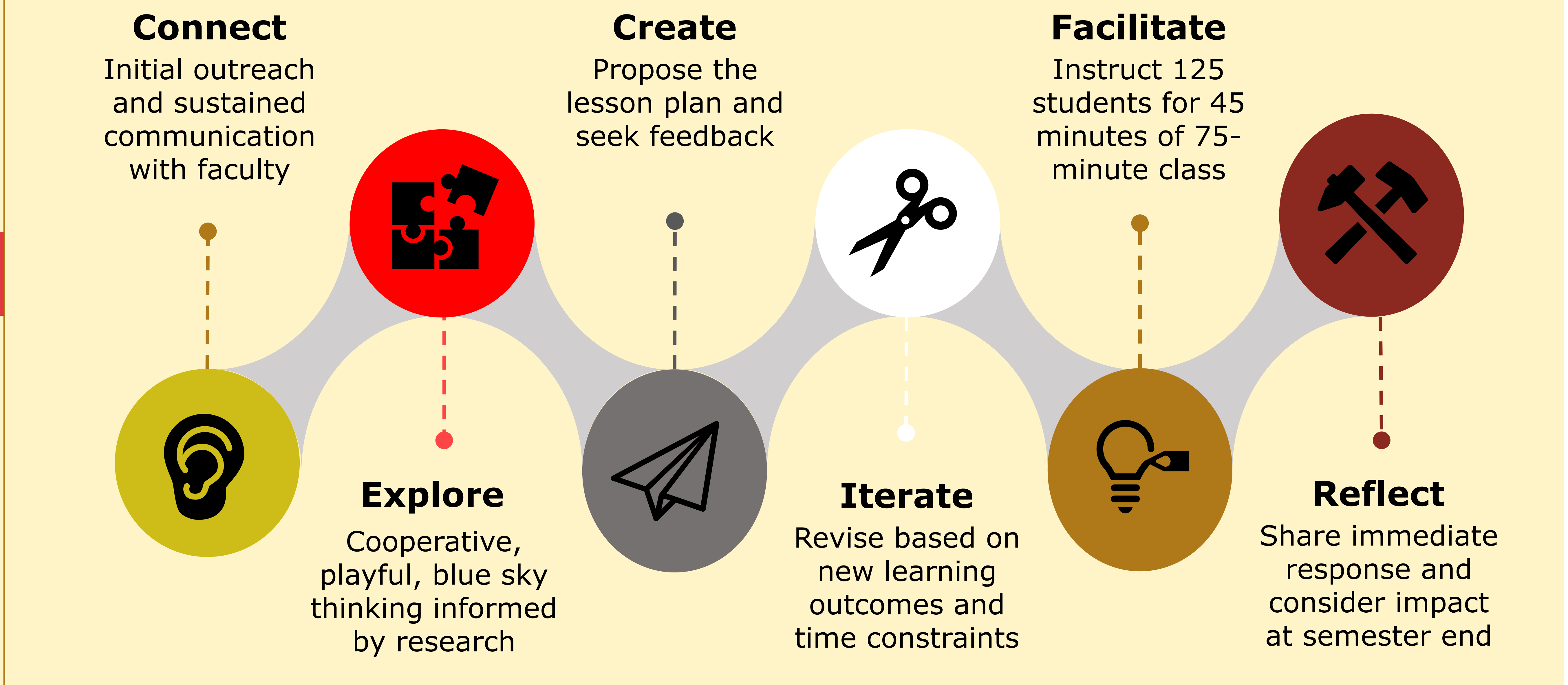
- Objectives**
- Identify and execute alternative research methods, including search strategies and finding tools
  - Cite and manage sources throughout research process

- Content**
- WorldCat
  - Google Scholar
  - Oxford Art
  - JSTOR/Artstor
  - Turabian Style

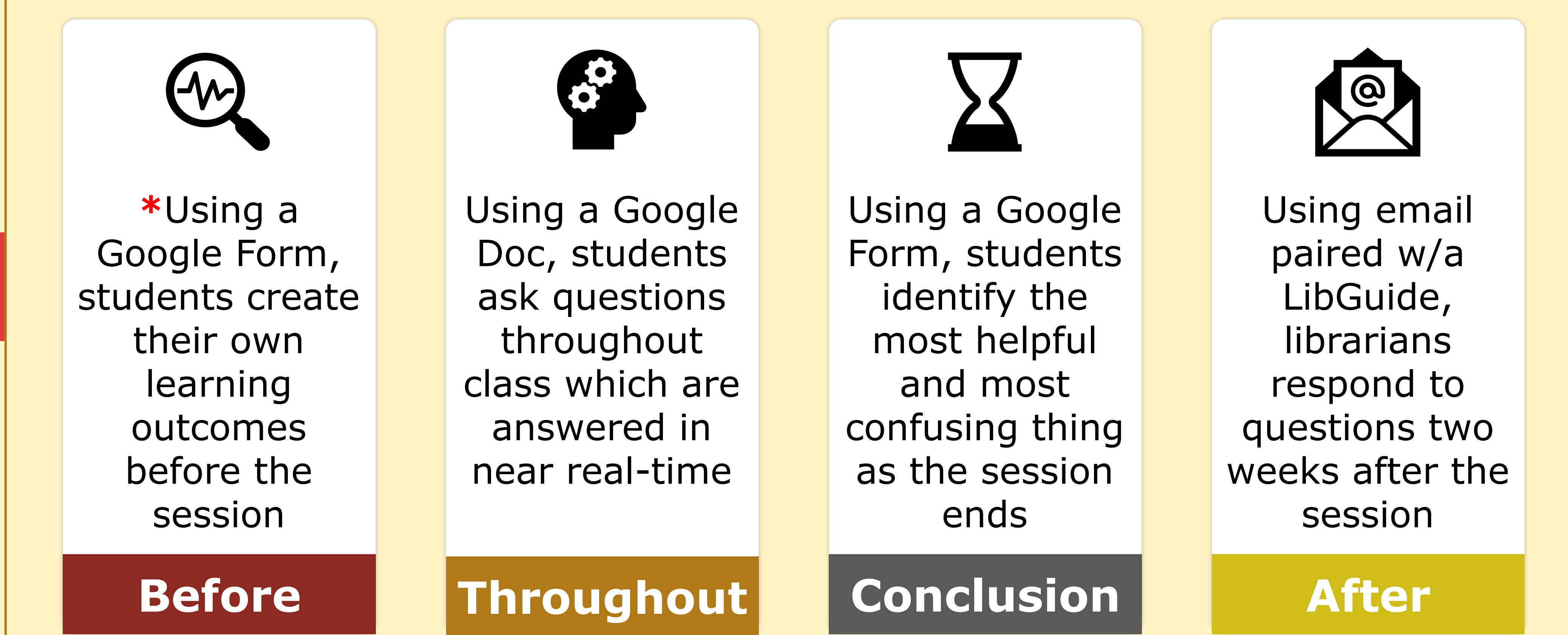
## Impact

- **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



## Assessment Process



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

## Materials

- Website:**  
[go.umd.edu/libarch225](http://go.umd.edu/libarch225)
- LibGuide:**  
[go.umd.edu/guide225](http://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)

1. Accardi, M. T. (2013). *Feminist pedagogy for library instruction*. Sacramento, CA: Library Juicy Press.