"Wait, We're Drawing?": Treating First-Year Students to Making Art in the Library Orientation

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Developing the Lesson Plan

Visual engagement activities

Successes and limitations

Plans for future revisions

Initial analysis of student drawings

Pre- and post-survey data

Presentation Overview
Lesson for ACAD 1100: Academic Strategies

Lesson designed to get students out into library spaces and reflecting on own library experiences to combat library anxiety

Provide multiple means of engagement and expression
Visual Literacy as Active Learning
Drawing and Learning

- Drawing inherently active, requiring interpretation and construction of knowledge (Ainsworth & Scheiter, 2021)
- Students can find analyzing images is more engaging than text (Kelly & Sihite, 2018)
- Mixing verbal information and visual information improves the ability to recall both (Beatty, 2013)
- Supports providing multiple means of engagement and representation in alignment the Universal Design for Learning (UDL) framework (Nelson, 2021)
Current Lesson Objectives

- Connect previous library experiences to an academic library
- Demonstrate how to critically observe a space
- Illustrate how observed library spaces and resources could be used in their experience as a college student
- Build comfort in academic library spaces
Lesson Plan

1. Pre-survey: Existing feelings about the library
2. Activity: Library experiences
3. Activity: Ways of observing
4. Activity: Exploring the library
5. Activity: Drawing the library
6. Class discussion
7. Post-survey: Current feelings about the library
Poll: Libraries and You
Web voting

Pollev.com/carlhess254

Enter your response

Submit response

Text voting

New Message

To: 37607

carlhess254

Send

Previous Library Experiences

- Connect to prior knowledge by asking about libraries
- Will be used to connect academic library spaces and resources to student existing knowledge
- PollEverywhere allows us to ask students their past experiences with libraries without having to put students on the spot

What kinds of libraries have you used? Examples might be public, school, college, etc., or write 'none.'

What have you used libraries for? How would you describe them?
Activity
What do you see in this picture?
What do you see that makes you say that?
What else do you see?
Ways of Looking

- Observation techniques
  - Open inventory
  - Categorization
  - Juxtaposition
- Terminology from Tishman (2018)
  Slow Looking
Task
Using your map, locate the area of the library indicated with your group. Answer these questions & be prepared to discuss. Return to the classroom & draw a representation on the white board.

Describe this space. [What is in it? How is it being used (if it is?)]

What kinds of things are in it?

How could you use this space?
Exploring the Library

- Primary observation technique used is open inventory (From Tishman, *Slow Looking*)
- Draw connections from own library experience to how to use this space
- Spaces chosen emphasized social areas of library and represent mix of uses
Drawing the Library

- Groups return and draw what they found about their area on the whiteboard.
- Followed by class discussion of white boards.
- End with post-survey
Mapping Your Library
Collecting Data

2021: 11 whiteboards
2022: 12 whiteboards
2023: 2 whiteboards (so far)
Where the People Are

- Side view of The Center for Writing and Communication (CWC)
- Side view of the Research Assistance Desk (RAD)
Library Objects

- Microfilm Machine
- Globe in Learning Commons
- U.S. Capitol Building puzzle in Government Publications
Seeing What We See

- Signage
- Overhead view of the Rotunda
- Students in the Sandbox
Initial Findings

- Maps, Representations, and Hybrids common ways of visualizing library space
- Library Objects are novel but useless (Card Catalogs, Microfilm)
- People are at the Sandbox and the CWC (and not many other places)
- Labels are for clarity and fun
- Use of color, whiteboard space, and detail are indicators of engagement
Pre- and Post-Survey Data 2022

Pre-Lesson
- 219 responses

Post-Lesson
- 199 responses

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<th>Response</th>
<th>Number of Submissions</th>
<th>% of Overall Submissions</th>
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<tr>
<td>Total</td>
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Feelings About Libraries

Before Lesson

How do you feel about libraries?

- Extremely anxious: 6 (2.7%)
- A little stressed: 7 (3.2%)
- Not sure: 31 (14.2%)
- In love: 58 (26.5%)
- Ok: 117 (53.4%)

After Lesson

How do you feel about libraries?

- Extremely anxious: 1 (0.5%)
- Not sure: 3 (1.5%)
- In love: 77 (38.7%)
- Ok: 118 (59.3%)
Confidence Navigating

Before Lesson

How confident are you navigating the library?

- I'm completely lost: 40 (18.3%)
- I need more guidance: 64 (29.2%)
- I know enough to get started: 99 (45.2%)
- I know exactly where to go: 16 (7.3%)

After Lesson

Based on your exploration of the library, how confident are you navigating the library the next time you come in?

- I'm completely lost: 1 (0.5%)
- I need more guidance: 9 (4.5%)
- I know enough to get started: 124 (62.3%)
- I know exactly where to go: 85 (32.7%)
Likelihood to Return

How likely are you to return to the library?

- Definitely coming back: 130 (65.3%)
- I might come back eventually: 63 (31.7%)
- I don't see a reason to come back: 1 (0.5%)
- I'll come if it is assigned: 5 (2.5%)
Limitations & Future Revision

- Need to address varying comfort levels for students with drawing
- Issues with “website” as space, will be replaced with new spaces
- Re-examine the questions asked during observation and exploration/drawing activities, possibly emphasize different observation techniques
- Inconsistency between how instruction librarians implement, increase dialogue on implementation
Works Referenced


Questions?
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