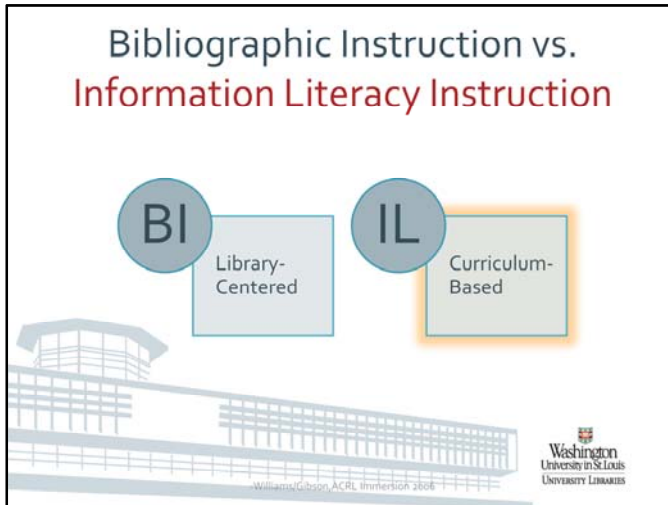


I'm sure my story is a familiar one. I send an email to a faculty member letting them know how I can help the students in their architectural history or design course with their research papers. The faculty member invites me to present to the class the first week. The students look at me blankly.

Or the faculty member gives me a date outside of the class to offer an instruction session. After scheduling the room and hours of preparing presentation, activities, handouts, it's just me in an empty computer classroom.

My intention here is to describe my local situation at Washington University in order to generate discussion on what others are doing with regards to Information Literacy competencies, accreditation standards, and research process assignments in your collaborations with faculty. I hope this builds on presentations at previous ARLIS/NA conferences such as Jeanne Brown's presentation on faculty and information competencies at Atlanta in 2007.

In my paper I will describe how, since 2007, I've been using the ARLIS/NA Competencies as well as standards from other related professional organizations as a foundation on which to begin to build an information literacy program that is course integrated and aligned with the faculty's curricular goals and methods.



I participated in the 2006 ACRL Information Literacy Institute Immersion Program Track, a week long intensive training in which participants produce an action plan for Information Literacy program implementation at their institution.

My participation in Immersion made me aware of the value of discipline specific Information Literacy competencies and accreditation standards to building Information Literacy programs that are relevant to students and faculty.

In a workshop on the paradigm shift from bibliographic instruction to information literacy instruction we looked at how we are moving away from stand alone, library centered sessions.

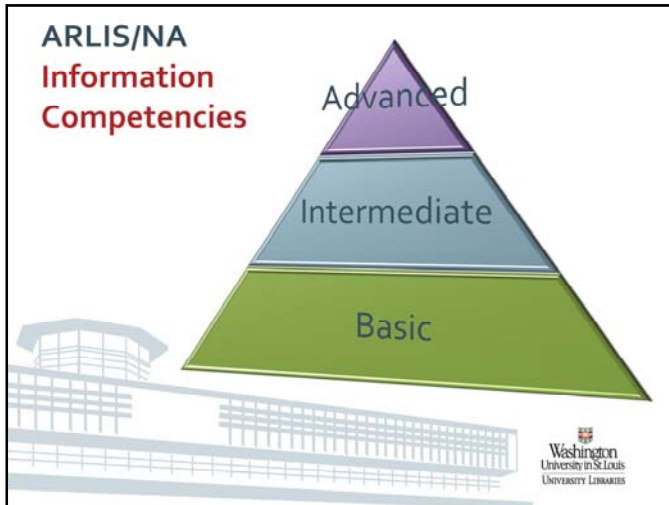
In **Bibliographic Instruction** the Goal is To teach how to find information in the library **VS** in **Information Literacy Instruction**

The expected outcome is the student will be an effective user of information in *any* format and place

Another important distinction is that Bibliographic Instruction is Organized and taught by a librarian **whereas** Information Literacy instruction is *Collaboratively* designed and delivered by the librarian, instructor, and others.

Rather than the superficial contact with individual classes and curriculum in Bibliographic Instruction, in Information Literacy instruction the Librarian is often *integrated* into classes and curriculum.

In Bibliographic Instruction, Teaching methods, involve lecture and demonstration, with emphasis on the presenter **VS** in Information Literacy Instruction Teaching methods involve creating learning environments where librarians and faculty function as coaches or guides.



The ARLIS/NA Information Competencies for Students in Design Disciplines provide a starting point for art and architecture librarians to work with faculty to integrate the teaching of information literacy skills in curriculum and assignments. I am grateful to the drafters of the competencies since not all disciplines have their own Information Literacy competencies. The chronological skills-building arrangement of basic, intermediate, and advanced can be used when designing course content with faculty, and in analyzing the existing curriculum to determine to what extent an information literacy program exists.

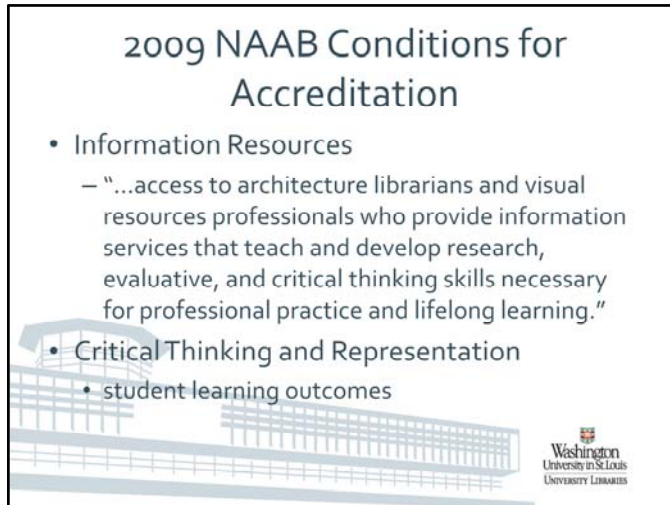
After familiarizing myself with the skills-building arrangement of the competencies, I could assess to what extent the Architecture School had components in place for an information literacy program. Where gaps exist, when working with faculty on research support for students I can suggest skills to address.



Together with faculty

- I've developed sequential research process assignments that build research and critical thinking skills
- planned hands on sessions where students apply the skills with the help of librarians and teaching assistants
- and created web guides pointing students to library resources to use in completing research assignments.

However, I don't explicitly point to the ARLIS/NA Information Competencies when speaking to faculty about research instruction. Rather, I see the Competencies as guidelines. I become familiar with the Competencies, then use the structure to shape the design of content and assignments. Our approach at Washington University Libraries is that documents such as the Competencies, which are developed within library professional organizations and are of peripheral importance to faculty, should be filtered through subject librarians' professional practice rather than shared as they are. Your institutional context may call for a different approach.



My hook for faculty are the standards that they are familiar with such as the 2009 National Architectural Accrediting Board Conditions for Accreditation. The ARLIS/NA Information Competencies gain power from the inclusion of information skills language in these and other similar standards for degree programs and conditions for accreditation developed by the professional organizations of design disciplines.

[CLICK] The Information Resources section in the 2009 National Architectural Accrediting Board Conditions for Accreditation asks the architecture program to demonstrate that information resources and services support the students in building information skills.

[CLICK] The section on Critical Thinking and Representation provides student learning outcomes for the curriculum with emphasis on understanding the impact of ideas through research and analysis of multiple contexts—social, economic, political, environmental, cultural, historical.

These larger accreditation standards are one thing to keep in mind. The specific goals for the particular course I'm working with also shapes my communication with faculty.

Writing 1 Learning Outcomes & ARLIS/NA Basic Skills for All

Students will be able to:

- Build an effective search strategy
- Identify disciplines that discuss issues surrounding their research topic
- Evaluate sources for scholarly value and relevancy
- Find and use resources on library research guides including tutorials, password set-up, etc.

In my consideration of what information literacy skills students in architecture at Washington University learn when, I take into account the fact that all Washington University undergraduates are required to take the freshman year course Writing 1 where they learn a set of skills. These skills correlate to the “Basic skills for all design students” from the ARLIS/NA Information Competencies.

In Writing 1 the Learning Outcomes state these four things. [CLICK]

Knowing this, I can emphasize skill sets relevant to the specific program or discipline in my interactions with students in architecture or design courses, rather than the basic skills for all design students. At Washington University when working with students in the architecture school I don't have to start at the beginning of the ARLIS/NA Information Competencies skills-building continuum.



An important part of implementing an information literacy program is to get faculty on board with what I'm trying to do, and evaluate their specific needs and interests. As a opening for discussion with the architectural history faculty on what they expect the students to know in order to complete research projects, I share with them the results of informal polls and pre-tests of students during orientation or the first weeks of class. I was surprised to learn that only a few new students—graduate and undergraduate--had knowledge of Avery Index to Architectural Periodicals. Then as we discuss how to teach the students the skills they'll need, I suggest to them research process assignments I know other professors have used in their courses. I use these in-person meetings with faculty to clarify outcomes for their courses and what my role will be.

To define my instructional goals I ask the faculty member such questions as:

- what problem can I solve for you using research skills instruction,
- how important is the quality of sources the students use,
- are sources required,
- are research sessions required,
- are research process assignments required?



Architectural History 1 and 2 are required courses for all undergraduate and graduate students in the architecture program, and each course enrolls between 70 and 80 students.

Over the last two years, I have been working with the professors who teach the architectural history courses to integrate information literacy concepts into the curriculum. Students complete research projects in both courses therefore the teaching of research skills can be naturally integrated into the content of the course.

The Learning Goals for students in Architectural History are these. [CLICK]

Using the course syllabus and discussions with faculty and teaching assistants, I identified information competencies to use in developing content and assignments.

ARLIS/NA Information Competencies

Basic Skills

Terminology to
search *Avery*
Find images of
buildings



Among the competencies I identified are these from the basic skills set for architecture history students:

- Use selected terminology to search the *Avery Index to Architectural Periodicals*, as well as other periodical indexes and databases to locate articles on a specific topic
- Use print and electronic resources (such as books, periodicals, indexes, guides, databases, archival collections, Internet) for browsing or finding images of a particular building or works of a specific architect

ARLIS/NA Information Competencies
Intermediate Skills

Locate materials on
architecture
throughout history

Subject searching in
indexes



Since the students are generally architecture majors and graduate students, there are also intermediate skills competencies to address, such as these for students in architecture history:

- Locate materials for studying the development of architecture throughout history (studying changes in ideas, stylistic expression, building typology, building technique, etc.),
- Use general, historical, and art history indexes (such as *NYTimes Historical*, *Historical Abstracts*, *ArtBibliographies Modern*) to find information on a specific subject in architectural history

Application of the Competencies' advanced skills is not a part of these introductory survey courses, but there are opportunities later for undergraduate students who take seminar courses and graduate students as they work on their degree projects to learn and apply advanced research skills. My participation in these is still limited at this time.



Beginning with the Spring 2007 Architectural History 1 course, students were asked to complete required research process assignments in addition to the final research project. The assignments have the students model the research process from finding sources, to evaluating sources, and finally, relating the sources to their research project.

The assignments were developed over time in consultation with the professor and teaching assistants. I offered to train the trainer, so to speak-- train the teaching assistants to teach the research skills their students would need to complete the assignments and the final project--but they preferred arranging required sessions that I would lead.

- First, the assignments ask the students to collect citations for books, articles, and images related to their project during a research session using various resources such as article databases, reference sources, and image databases;
- next they assess the sources according to criteria and annotate the citations later after the session;
- in the final required component they share the annotated citations through the RefWorks sharing function or another method with their instructor.

[CLICK] The LibGuide I create for the course works together with the assignments leading them to resources and serving as a jumping off point for me to teach research sessions.

This semester the students were asked to use the Libraries' 19th Century Architectural Photography Digital Collection,

[CLICK] of which the original photographs are housed in the Art and Architecture Library, to develop their own Grand Tour Travel Album with notations placing sites in context. The Research Process Assignments ask the students to find sources related to the sites they've chosen in the research session, justify the sources, then submit a preliminary bibliography to their instructor several weeks before the final research project is due.

Research process assignments allow the students to apply the skills and demonstrate research competency to faculty and teaching assistants.



Despite careful planning I feel the research sessions have had mixed results which has led me to some conclusions about what is necessary to improve their usefulness in the future. The timing of when the research sessions fell in the course syllabus was worked out through trial and error. Some semesters the sessions came too early before the expectations for the research project were clear. This resulted in the students not understanding the relationship of what I was showing them to the project they would be completing. Early on in my collaboration with faculty, we tried optional sessions, but these were poorly attended.

The graduate students, which make up around 25 per cent of the class, were not included in the research skills sessions or assignments. This is even though anecdotally I've heard from students and professors that graduate students lack competence in basic or intermediate information literacy skills, especially in their first year.

Successes This Year with Research Sessions



Successes with the research sessions this year included a new collaboration with the Visual Resources Curator to provide class support. We were introduced to the students in early in the semester during their normal class time [CLICK] and presented the photography collection, the course LibGuide, and image resources. Because the research project required students to use primary sources in addition to secondary sources, we saw the students for a second time in viewing sessions held in the library that gave students a chance to view [CLICK] original photographs alongside the digital collection of the photographs. Also, a third separate required research session was later held during normal class time. It was scheduled at a point in the course syllabus when the students were just beginning to research architectural buildings and sites. Since the research session was planned in advance, I was able to incorporate assessment of student learning into the content.

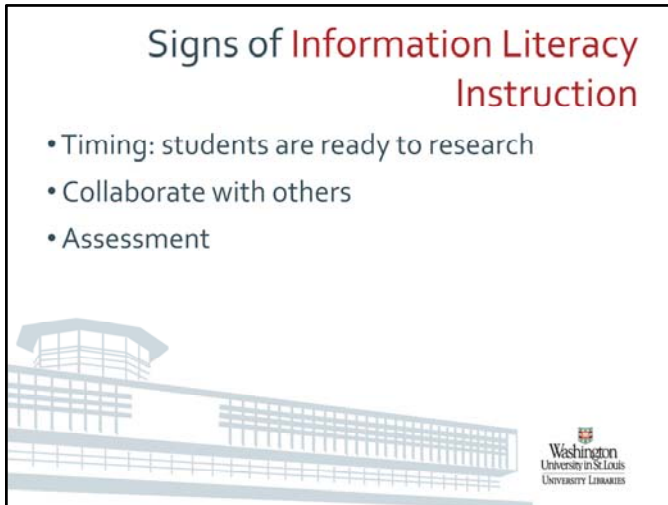
How will what you learned change your research?

- "It's a better way for me to find articles and resources on specific subjects ...because it narrows the search down to scholarly articles pertaining to architecture. "
- "It lets me personalize my search and find information from a variety of sources that may be helpful in illuminating the themes, important buildings, and ideas of my grand tour."

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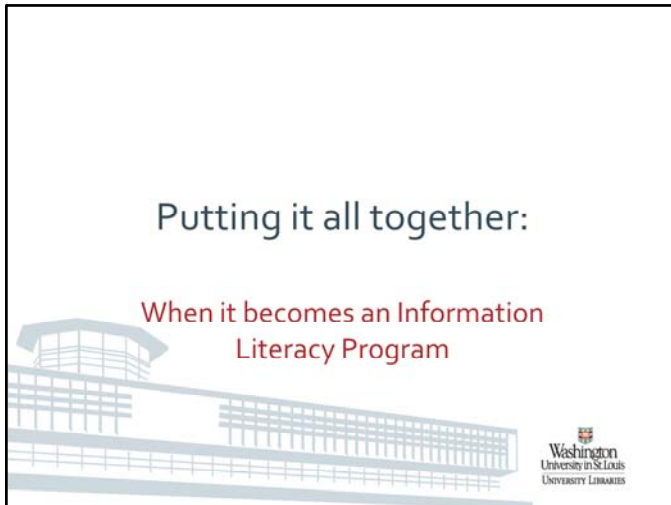
I assess the session by having students demonstrate their search strategies for their peers during the session and by having the students answer some questions online [CLICK] through a Google form, including listing a relevant citation. The results show they were able to use reference sources to identify terminology to use in refining searches for images and articles on buildings and architects. I shared the student's answers with the Professor and her response was "It looks like the session was successful based on the spreadsheet. At the very least they now know how to use databases that will help them throughout their architecture majors.

Thank you [me] very much."



What I've learned from collaborating on teaching information skills with architectural history faculty, teaching assistants, and the visual resources curator are that:

- The library component should come at the point in the course syllabus when the students are ready to research
- Required research process assignments that are sequential reinforce Information Literacy skills
- And we should Work together with in-person meetings to imbed information competency learning in the course so that it is more deeply linked to pedagogy, assessment, discourse and content



My several year collaboration with the Architectural History courses is one piece of a larger effort toward an information literacy program for the School of Architecture. Movement towards a program comes from lining up all the parts so that skills building is chronological. Some additional elements that contribute to a program are:

- Introducing basic skills in Writing 1 and the new graduate students orientation
- Working on subject specific basic skills in an in-depth research session for new International graduate students
- And incorporating intermediate and advanced skills support in a LibGuide for the graduate degree project course.

I have ways to go in my support of advanced information skills competency for students in architecture but a foundation is in place. And the power of collaboration is that it gets you away from the scenario I described in my introduction, the librarian facing blank stares or an empty room.

I would love to hear from you in the Question and Answer portion: What research process assignments have librarians created in collaboration with faculty? How have others applied the ARLIS/NA Competencies in the creation of an information literacy program?

Bibliography: faculty
collaboration, discipline specific
IL competencies

[http://www.refworks.com/refshare/?
site=051111213675200000](http://www.refworks.com/refshare/?site=051111213675200000)



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