

Sarah Burns Gilchrist
Research and Instruction Librarian for Visual Arts and Education
ARED 609: Multicultural Art Education – taught on 2/08/2017

Teaching Framework concepts:

- Scholarship as a Conversation;
- Searching as Strategic Exploration;
- Research as Inquiry; and
- Information Has Value

Background Information:

This semester, I was able to teach one 100 minute session for Art Education graduate students in ARED 609. My lesson plan uses active learning principles, group work, and skills-based learning to facilitate understanding of ACRL Framework concepts. This was my first session with these graduate students and with this professor. Before I began teaching my lesson during this class, I was asked to participate in their activities including: sharing of cultural artifacts and discussion of scholarly readings.

Lesson Plan:

1. Introduction to class
2. Group activity (modified version of two stars and a wish)
 - Introduced concept of “Scholarship as a Conversation” and encouraged graduate students to see themselves as part of that conversation.
 - Asked students to write two stars (research strengths) and one wish (opportunity for improvement) on post-it notes. We then shared their strengths and opportunities with the class by posting the notes on the whiteboard. I discussed the need to share expertise with each other while working on and writing scholarly research and I addressed how I could help them with their opportunities for improvement.
 - Stars included a variety of skills, including writing, paraphrasing, gathering research, using databases, differentiating between kinds of research studies (qualitative or quantitative data).
 - Wishes included wanting to take advantage of InterLibrary Loan (ILL), accessing better resources, and incorporating additional voices into research.
 - Introduced concept of “Searching as Strategic Exploration” before beginning a tour of our LibGuide, library homepage, and library resources. Reminded graduate students that we often think of research as linear, yet it is more organic and branched.
 - Discussed forward and backward chaining using bibliographies.
 - Explained the advantages and disadvantages of using our local catalog, the university system catalog, and WorldCat TU. Demonstrated searches in WorldCat local before asking students to search for books on their research topics, including how to request books through InterLibrary Loan (ILL).

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- Shared tips for finding Juvenile books in our local catalog and the importance of browsing through our collection for multicultural texts.
- Reviewed Library of Congress and Dewey classification systems and explained where they may be found in our library.
- Recommended use of award-winning books in our collection; referred to the list of award-winning children’s books on our LibGuide.
- Introduced the concept of “Research as Inquiry” and linked this concept to “Scholarship as a Conversation” and “Searching as Strategic Exploration.”
- Guided students through the ARED 609 LibGuide. (noted additional resources from professor that needed to be added) Demonstrated searching in JSTOR and in EBSCO databases, including how to save search results, how to refine or expand results, and how to request items through InterLibrary Loan.
- Introduced concept of “Information Has Value” and how it relates to citation production, protection of artwork, plagiarism, and fair use.
- Shared online resources for creating APA-style citations.
- Concluded with minute papers and time for questions.
 - Minute paper responses included appreciation for World Cat TU, our Children’s collection, guidance to credible web sources.