"Wait, We're Drawing?: Engaging Visual Strategies for First-Year Library Orientation

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Presentation Overview

Developing the Lesson Plan

Visual engagement activities

Successes and limitations

Plans for future revisions

Initial analysis of student drawings

Pre- and post-survey data

Plans for future revisions
Background

- Conceptions of "library anxiety"
  - Fear and uneasiness with the physical space of the library
  - Fear of approaching a librarian for help
  - Fear that you are alone in not knowing how to use the library

- Wanted something fun for students' first time in the Libraries
  - Non-lecture based
  - Increase engagement
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: Previous 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: 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?
Ways of Looking

- Observation techniques
  - Open inventory
  - Categorization
  - Juxtaposition
- Terminology from Tishman (2018)
  *Slow Looking*
Activity

What do you see in this picture?
What do you see that makes you say that?
What else do you see?
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.

**Task**

15 Minutes

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 whiteboards.
- End with post-survey
Why Visual & Thematic Analysis (Bedi & Webb)

- Address a variety of questions
- Flexible & interpretive
- Good for studying cognitive maps
How do first-year students see an academic library after being introduced to its spaces?

In what visible ways/How did our pedagogical techniques influence the interpretations of student perceptions of space?

What elements of an academic library's spaces do first-year students pay attention to/focus on?
Collecting Data

2021-22: 11 whiteboards
2022-23: 14 whiteboards
2023-24: 3 whiteboards (so far)
Initial Codes and Commonalities

Labels / Use of text
- Text vs image
- Text referring/connected to image

Maps vs Representation

Literal vs Figurative

Instruction librarian influence on drawing

Representations of people (where they are, what they are doing)

Representations of space over time (connect to changes in setting and environment)
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 CWC (and not many other places)
- Labels are for clarity and fun
- Use of color, whiteboard space, and detail are indicators of engagement
- Special Displays "visible"
Pre- and Post-Survey Data Fall 2022

Pre-Lesson
- 218 responses

Post-Lesson
- 199 responses

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<th>Response</th>
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<th>% of Overall Submissions</th>
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<td>0.46%</td>
</tr>
<tr>
<td>Total</td>
<td>218</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Feelings About Libraries

Before Lesson

How do you feel about libraries?

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

After Lesson

How do you feel about libraries?

- Ok: 118 (59.3%)
- Not sure: 3 (1.5%)
- Extremely anxious: 1 (0.5%)
- A little stressed: 6 (3.1%)
- In love: 77 (38.7%)
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: 65 (32.7%)
Comfort

Before Lesson
How comfortable are you asking for help at the library?

- I am not comfortable at all: 21 (9.6%)
- I am somewhat comfortable: 115 (52.5%)
- I am very comfortable: 82 (37.4%)
- Other: 1 (0.5%)

After Lesson
How comfortable are you asking for help at the library?

- I am not comfortable at all: 3 (1.5%)
- I am somewhat comfortable: 65 (32.7%)
- I am very comfortable: 131 (65.8%)
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%)
Revisions to the Lesson Fall 2023

- Updated image to represent contemporary libraries in Ways of Looking activity
- Removed "Website" as Library Location
- Added Library Locations "Checkout Desk/Reserves" and "2nd Floor Commons"
Future Revisions

- Need to address varying comfort levels for students with drawing
- Re-examine the questions asked during observation and exploration/drawing activities, possibly emphasize different observation techniques
- Address inconsistency between how instruction librarians implement and increase dialogue on implementation
Works Referenced


Questions?
Talk to Us

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