

Jenny Dale
Sarah Dorsey
Maggie Murphy
UNC Greensboro

Transforming the creative process through research: Library interventions for the creative disciplines

ACRL NC Chapter and CJCLS Virtual Conference
May 6, 2021

Introductions



**Jenny
Dale**



she/her/hers

Information Literacy
Coordinator & Liaison
for Classical Studies,
Communication Studies,
English, Media Studies,
and Women's, Gender,
and Sexuality Studies



**Sarah
Dorsey**



she/her/hers

Head of the Harold
Schiffman Music
Library & Liaison for
Music, Theatre, and
Dance



**Maggie
Murphy**



she/her/hers

Visual Art & Humanities
Librarian, Liaison to Art,
History, Interior
Architecture, Languages,
Literatures, & Cultures,
Philosophy, and
Religious Studies



We acknowledge that the land we are gathered on has long served as the site of meeting and exchange amongst a number of Indigenous peoples, specifically the Keyauwee and Saura. We also want to acknowledge the long history and lasting legacies of slavery on these lands.

Image credit: "Greetings from Greensboro N.C." in North Carolina Postcard Collection (P052), North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill

Table of Contents

01

(Brief) Literature
review

What's already out there?

02

Case studies

What have we done?

03

Reflections

What have we learned?
What else will we try?
What could you try?

Literature review

01

Photo by [Patrick Tomasso](#) on [Unsplash](#)



Information literacy and creative writing





Information literacy for creative writers

Glassman (a novelist and academic librarian) argues that “the extent to which creative writing students conduct research—both formal and informal—for their work is still vastly underestimated. Fiction writers and poets tend to be viewed as artists who, at their core, need only a notebook and pen to write; however, access to information resources is crucial to producing solid stories and poems” (602).



What IL skills do creative writers need?

“While MFA students often arrive with basic information literacy skills, and sometimes more advanced skills learned in upper-level English language and literature courses, they do not typically have the combination of **historical, investigative, image,** and **general research skills** required to write novels, and which many novelists develop piecemeal over time.⁴ Our intent was to recreate that piecemeal process in an organized fashion for the students, at a point of need where they would be receptive to research training” (Glover 274).

*emphasis added



An embedded approach

Glover collaborated with a creative writing professor as an embedded librarian in an MFA novel writing class. Glover divided instruction into units, which included:

- Library research
 - Primary sources
 - Finding images
 - Advanced web searching
 - Researcher practices
 - Government documents
 - Investigating people
 - Publishing resources
- (Glover 274)

A resource-based approach

Glassman describes classroom exercises using:

- Subject encyclopedias
- Online databases (including scholarly databases, digitized primary sources, news sources, etc.)
- Special collections (example: showing students Raymond Chandler's manuscripts)
- Image repositories
- Research guides

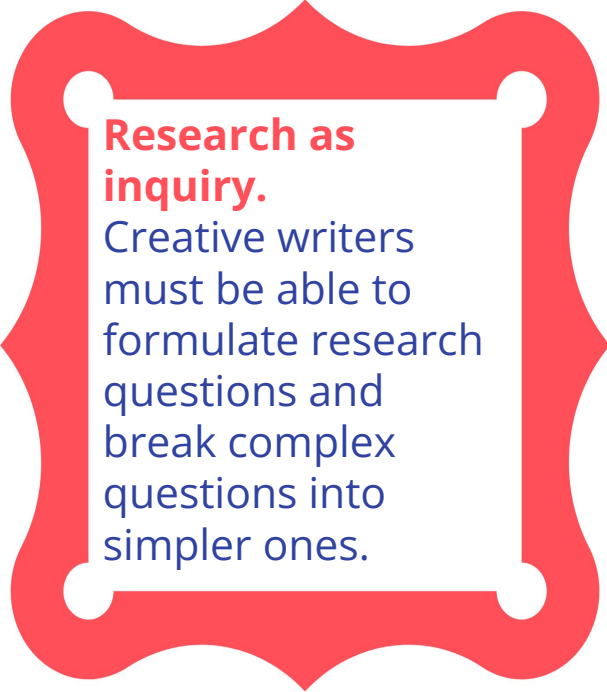
(Glassman 603-604)

Some *Framework* connections



Authority is constructed and contextual.

Creative writers must establish an authoritative voice.



Research as inquiry.

Creative writers must be able to formulate research questions and break complex questions into simpler ones.



Searching as strategic exploration.

Creative writers must match information needs with tools and strategies.



Information literacy for art & design students



Visual artists & info seeking

Creative Inspiration

Looking for or otherwise finding information or generative ideas in any format

Identification & Location

Locating, researching and/or identifying works, aesthetic elements, or other specific visual references

Materials & Techniques

Searching for information about different media, processes, and tools for creating

Professional Information

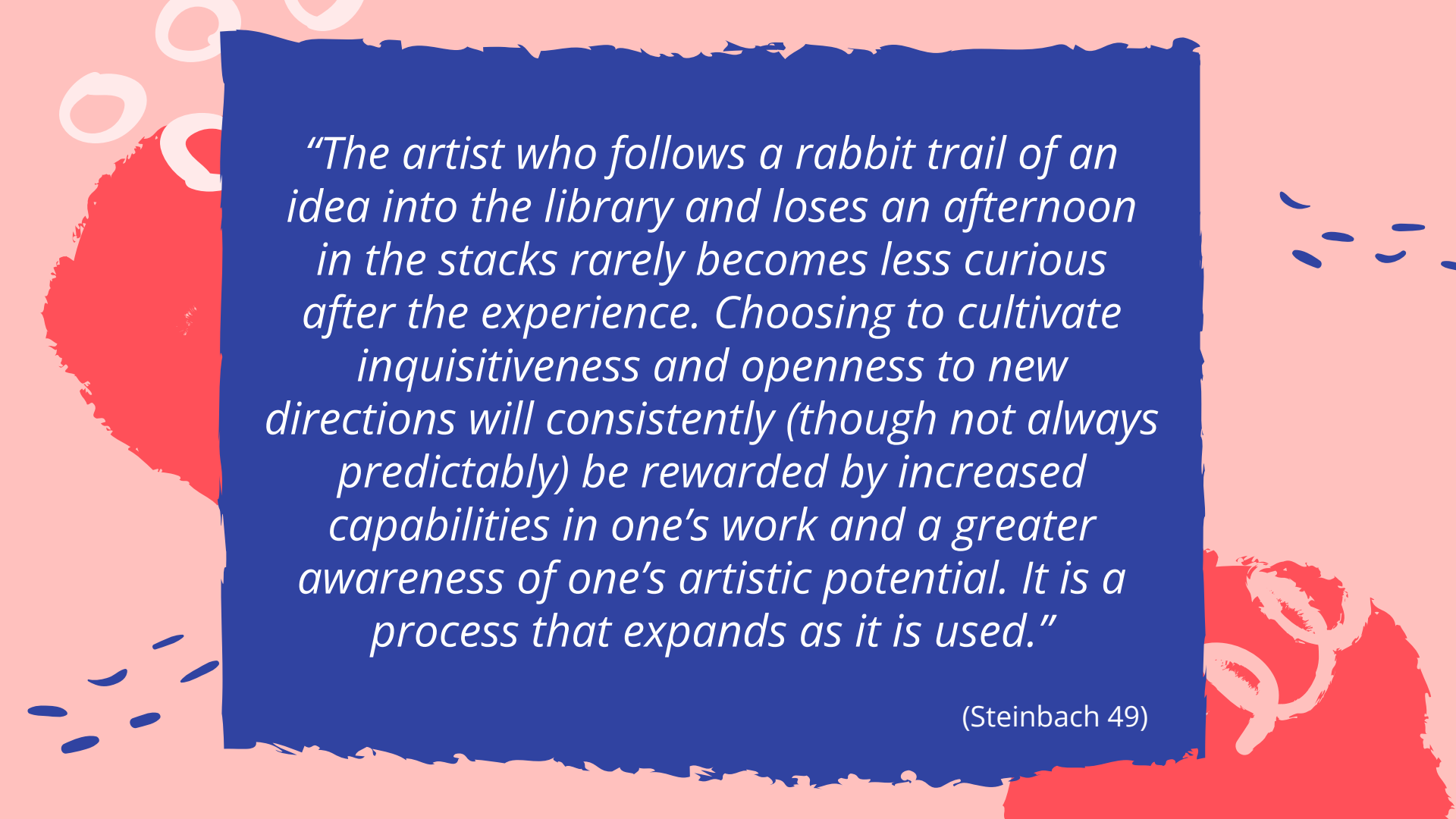
Gathering information on marketing, career development, funding opportunities, and art world news and reviews

(Gorichanaz; Mason & Robinson; Patelos)

Visual artists & info seeking

- Creative research is iterative & multi-modal
- Artists have idiosyncratic info needs as compared to many other disciplines and professions
 - ◆ Research practice not necessarily guided by questions in search of answers or problems in search of solutions
 - ◆ Images & other visual references—often *not* fine art
- Preference for browsing
- Continued use of print materials

(Gorichanaz; Mason & Robinson; Patelos)




“The artist who follows a rabbit trail of an idea into the library and loses an afternoon in the stacks rarely becomes less curious after the experience. Choosing to cultivate inquisitiveness and openness to new directions will consistently (though not always predictably) be rewarded by increased capabilities in one’s work and a greater awareness of one’s artistic potential. It is a process that expands as it is used.”

(Steinbach 49)

IL for art, architecture & design



Art librarians have developed their own guidelines, the ARLIS/NA *Information Competencies*, for what students in art, architecture, and design fields should know and be able to do with both visual and textual information. The original ARLIS/NA *Information Competencies* were published in 2006; this document was “reevaluated and broadened” into three separate sets of competencies published between 2018-2020:

- *Architectural History, Architecture, Art History, Fashion Design, Studio Art* (2018)
 - *Graphic Design, Interior Design, Photography, Urban and Regional Planning* (2019)
 - *Landscape Architecture* (May 2020)
- 

Essential Question Examples

From the Art,
Architecture, and
Design Info
Competencies
(June 2018)

- What questions drive your creative work and how do they evolve over time?
- What interpretive frameworks or theoretical lenses might help you make meaning and contextualize your ideas?
- In what ways have you examined your own worldview, assumptions, and biases through collaborative and reflective processes?
- What are the ethical and creative integrity concerns or conventions in your discipline?

Studio art & the *Framework*

Garcia & Labatte, 2015

Links *SaaC* to artists' statements and studio critiques in that they must "explain, justify, and contextualize their work, while placing it in relation to the context of art history and ideology"

Meeks et al., 2017

Introduces CREATE (Conversation, Revision, Exploration, Authority, Thoughtful, Experiential) to situate *Framework* knowledge practices & dispositions in studio art

Grimm & Meeks, 2017

Connects *AiCC* & *IHV* to critical practices for evaluation of existing visual representations, to avoid commodifying cultural representations or perpetuating oppressive beliefs through art-making & remix

Salisbury & Ferreira, 2017

Describes an art library *bibliodérive* event guided by *Ral* and *SaSE*, with prompts for open-ended actions, or situations, designed to challenge students to think non-linearly about research




Information Literacy in Music





Music Library Association pub

- Abromeit, ed. “Ideas, Strategies, and Scenarios in Music Information Literacy.” (2018)
 - Collection of essays by music librarians
 - ACRL Framework Sandbox - not lots of music there...
 - Theories, Case Studies, Collaborations
- 



Coaxing creators into the Conversation

“Music students are already accustomed to a long, repetitive (and sometimes frustrating) learning process, but they are more likely to engage themselves in that process if we can **help them see the connections to their primary focus as creators and performers of music**, and guide them along the way as they work through troublesome portals of threshold concepts.”

Snyder, Sampsel, and Farmer (Chapter One: “The ACRL Framework: A New Paradigm for Music Information Literacy, in the Context of Performance and Composition” 10)

Some *Framework* connections to MLA Standards (2005)



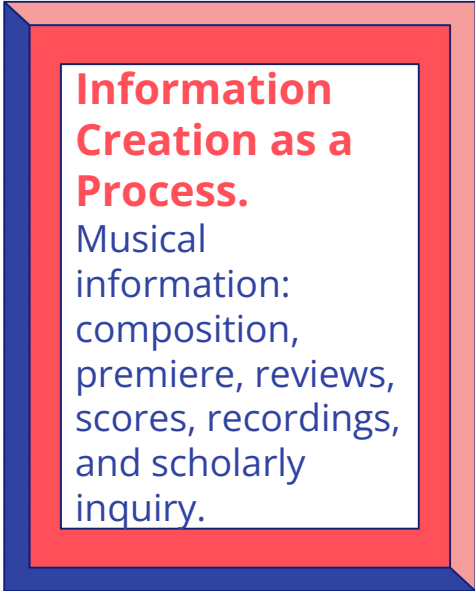
Scholarship as Conversation.

Musicians evaluate and articulate details of musical interpretations (tempo, ornamentation etc.).



Authority is constructed and contextual.

Musicians develop their personal musical voice (of authority) by interpretation, composition, or observation.



Information Creation as a Process.

Musical information: composition, premiere, reviews, scores, recordings, and scholarly inquiry.

Erin Conor *Notes* article (2016)

- Collaboration with music professor at Reed College
- Undergraduate Music History Class
- Scholarship as Conversation - using a bibliography as the beginning of a conversation
- Authority is Constructed and Contextual - disciplinary orientation - theorist vs musicologist as they might approach a newly discovered manuscript

Case studies

02



Photo by [Nick Fewings](#) on [Unsplash](#)

Quick poll!

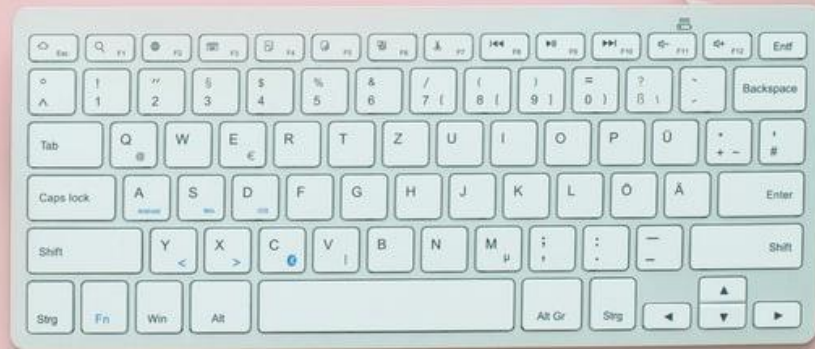
Please head to www.menti.com
and enter the code 6883 8929 to
answer a quick question!

(You can also use the QR code on
the right to access the poll!)



[results](#)

Creative Writing



English 425: Advanced Fiction Writing

- Lesson plan:
 - Opening Mentimeter results
 - Group scenario-based activity
 - Framing question: Who cares? (as in, who cares enough to be collecting the kind of information you might need?)
 - Possible starting points (on research guide): place, time, and character
- Materials
 - Slideshow & Research Guide

English 623: Creative Nonfiction (grad)

- Lesson plan:
 - Opening Mentimeter results
 - Collaborative "who cares?" activity results
 - Advanced search techniques
 - Finding sources: demo of library catalog; overview and demo of multidisciplinary databases; quick tour of historical/primary source resources; potential research pathways approach (all on research guide)
- Materials
 - Slideshow & Research Guide

Music



Photo by [Spencer Imbrock](#) on [Unsplash](#)

How is music different?

- Takes place in time
- Primary sources include:
 - Musical scores
 - Sound recordings
 - Video recordings
- Format identification and use can be challenging with all the other formats (books, journals, etc.)



Miscellaneous Musical Moments

- Old Time Ensemble, performer and informer
- Studio visits - cello studio
- Program notes
- Advising doctoral students
 - Talma dissertations
 - Sustainability



Embeddedness

- MUS 135
- Required for all Music Majors
- 10 years
- World music class
- Format focus
- Sustainability Films - extra credit
- “We’re all on this spaceship together”



Art

Photo by
[Alexander
Schimmeck on
Unsplash](#)

ART 105: Studio Art Foundations

Class details:

- 3-hour/3-credit,
- New “Foundations” designation in general education, new required info lit SLOs
- Online asynchronous delivery with required weekly lectures
- 140 first-year + transfer students in one section w/ smaller discussion groups
- Required of studio art majors

My materials:

[Slideshow](#) & [Research Guide](#)

Context:

- My role is to introduce the concept of creative research practice
- I am playing a both a guest lecturer and a librarian instructor during this class session; dual domains of authority
- High-enrollment, online class: no browsing for inspo in the stacks!

Lesson Plan:

- Give a short lecture establishing categories of artist info needs
 - *Break out the idea of research as integral to artistic practice*
- Introduce [Google Keep](#) as a research tool while modeling practices *and* dispositions from **SaSE** & **RaI** frames
- Students complete a follow-up reflective journal assignment on research graded by instructor

RCO 206: The Art of Resistance

Class details:

- 3 hour/3 credit
- Small living-learning community seminar
- Face-to-face delivery
- 15-student capacity; actual enrollment ranges between 6 and 12 students
- Limited to Grogan College residents

My materials:

[Google Site page](#) (with [embedded slideshow](#))

Context:

- Hands-on art class outside of CVPA
- Situates art-making within activist histories and traditions
- Co-developed syllabus, teach five *Framework*-based, scaffolded sessions
 - *Zine session co-taught with my colleague Melody Rood*

Zine-Making Workshop:

- Give a brief overview of history of zines
- Draw connections between format's characteristics with audience and purpose, as well as creation and dissemination processes (**ICaaP** frame)
- Provide diverse examples of zines and zine creators
- Demonstrate folding and create a new zine with students
- Students turn in completed zines to class "virtual gallery"

ART 344: The Digital Darkroom

Class details:

- 3-2 lecture/lab, 3 credit
- New "Foundations" designation in general education, new required info lit SLOs
- Hybrid on-campus/online delivery
- 2 alternating sections of 24 students
- Required of students in new media & design BFA program

Context:

- Fall 2021 collab with a new faculty member
- Specific pedagogical issues framing research assignment
 - *Current lack of opportunities to develop and apply critical info & visual literacy skills through research before capstone level*
 - *Perception that students' artistic development being stifled by algorithmic digital landscape*
 - *Desire to ground students' digital production practices in analog research and creation techniques*

Assignment outline:

- Pose three questions and provide three readings
- Form an argument that answers above prompt
- Engage in guided browsing to locate art works in books that support argument
- Create a zine, with references, that makes multimodal argument using library's analog repro tech

Reflections

03



Photo by [Tobias Tullius](#) on [Unsplash](#)



Lessons learned

- Students recognize the value of research to support creative projects, but don't always see it as "research"
- Students in creative disciplines exhibit creativity and flexibility in approaching the research process



Future plans

- Potential collaborative sessions with Special Collections colleagues using manuscript collections for Creative Writing classes
- Surveying or interviewing students in creative disciplines about their research processes



A moment of reflection

How might you (or your library) support students in the creative disciplines in new ways?

Please share in the chat!

Thanks!

Do you have any questions?

Please feel free to contact us!

Jenny Dale: jedale2@uncg.edu

Sarah Dorsey: sbdorsey@uncg.edu

Maggie Murphy: mmurphy@uncg.edu

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.

Please keep this slide for attribution



References & more

You can find our references, contact information, and the link back to these slides online at:

<https://go.uncg.edu/acrl-nc-bib>

Contents of This Template



Here's what you'll find in this **Slidesgo** template:

1. A slide structure based on a workshop, which you can easily adapt to your needs. For more info on how to edit the template, please visit **Slidesgo School** or read our **FAQs**.
2. An assortment of pictures and illustrations that are suitable for use in the presentation can be found in the two **alternative resources** slides.
3. A **thanks** slide, which you must keep so that proper credits for our design are given.
4. A **resources** slide, where you'll find links to all the elements used in the template.
5. **Instructions for use**.
6. Final slides with:
 1. The **fonts and colors** used in the template.
 2. More **infographic resources**, whose size and color can be edited.
 3. Sets of **customizable icons** of the following themes: general, business, avatar, creative process, education, help & support, medical, nature, performing arts, SEO & marketing, and teamwork.

You can delete this slide when you're done editing the presentation.



First Concept

Venus has a beautiful name
and is the second planet
from the Sun

Second Concept

Mercury is the closest planet
to the Sun and the smallest
one in the Solar System

What Is This Topic About?



Jupiter

It's the biggest planet in the Solar System

Despite being red, Mars is actually a cold place

Mars



Venus

Venus has a beautiful name, but it's terribly hot

Features of the Topic



Mercury

Mercury is the smallest planet in the Solar System



Mars

Despite being red, Mars is actually a cold place



Venus

Venus has a beautiful name, but it's also terribly hot



Jupiter

Jupiter is the biggest planet in the Solar System



Saturn

Saturn is composed mostly of hydrogen and helium



Neptune

Neptune is the farthest planet from the Sun

Schedule

Mon.

9:00-10:30

Mercury is the closest

planet to the Sun

Thu.

11:00-12:30

Jupiter is the biggest

planet of them all

Tue.

11:30-13:00

Venus is the second

planet from the Sun

Fri.

10:30-12:00

Saturn is composed of

hydrogen and helium

Wed.

8:00-10:00

Despite being red,

Mars is a cold place

Sat.

Neptune is the farthest

planet from the Sun

the Sun

Timeline

Despite
being red,
Mars is
actually a
cold place

Mars

It's
composed
of
hydrogen
and
helium
Saturn

Jan.

Mercury
Mercury is
the
closest
planet to
the Sun

Mar

Jupiter
It's the
biggest
planet in
the Solar
System

Feb.

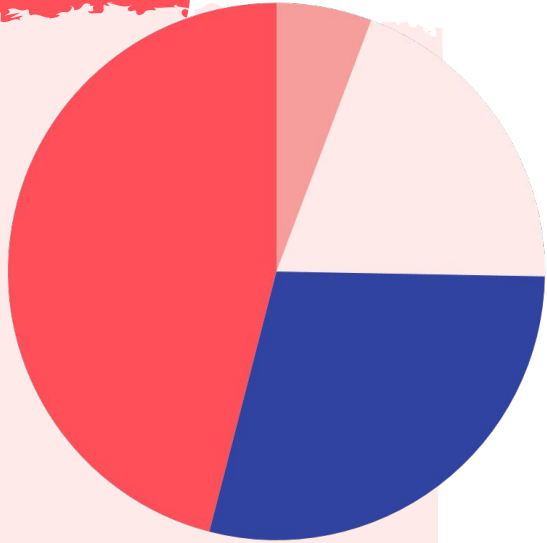
Apr.



Our Data

	2018	2019	2020
<i>Mars</i>	100	355	370
<i>Mercury</i>	490	150	890
<i>Venus</i>	1,000	260	245

Our Data



To modify this graph, click on it, follow the link, change the data and replace this graph



Venus

Venus is the
second
planet from
the Sun

Despite being red, Mars
is actually a cold place



Mercury

Mercury is
the closest
planet to the
Sun

Jupiter

It's the
biggest
planet in the
Solar System

A Picture Is
Worth a
Thousand
Words



Practical Exercise

Jupiter
It's the
biggest
planet in
the Solar
System
Venus has
a
beautiful
name, but
it's



Saturn
Saturn is
composed
of
hydrogen
and helium
Mercury
is the
closest
planet to
the Sun

Example of Exercise

Do you know what helps you make your point clear? Lists like this one:

- They're simple
- You can organize your ideas clearly
- You'll never forget to buy milk!

And the most important thing: the audience won't miss the point of your presentation



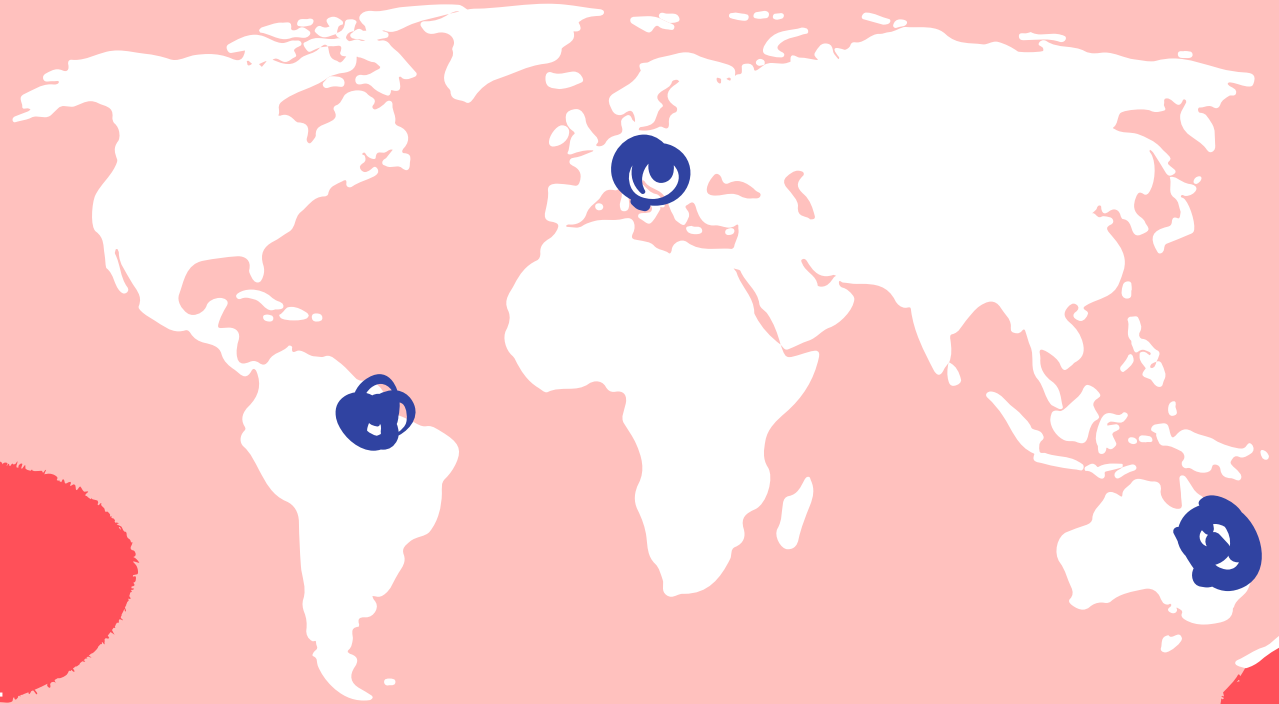


Aweso

me

Words

Where Are We Located?



Try
editing
this text
according

Recommendations



01 **Jupiter**
It's the biggest planet in the Solar System

02 **Saturn**
Saturn is composed of hydrogen and helium

03 **Venus**
Venus has a beautiful name, but it's terribly hot

04 **Mercury**
Mercury is the closest planet to the Sun



100,400,000

people have successfully completed
the workshop since we started

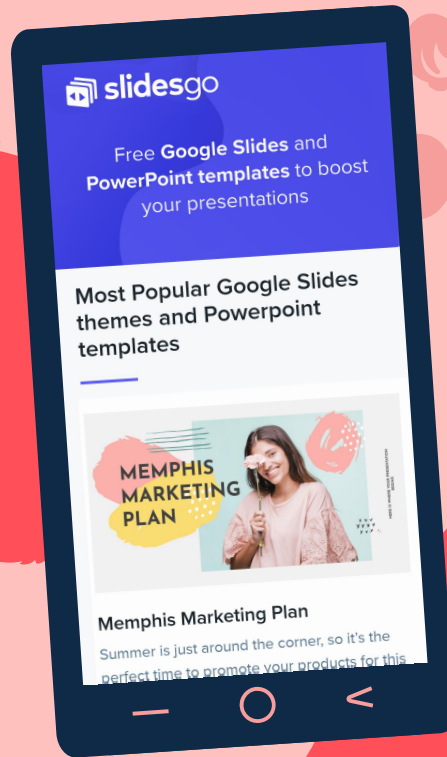
56%

passed with top grades

200,000

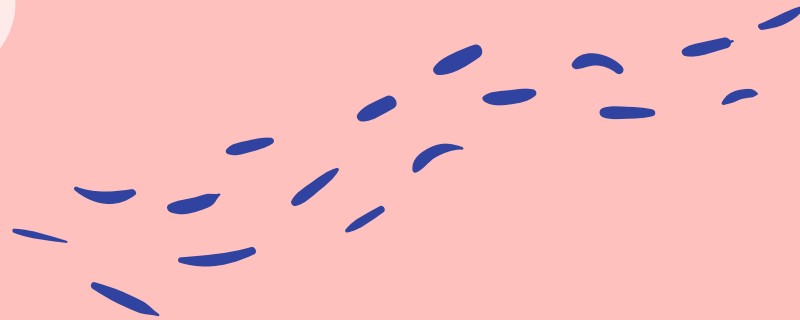
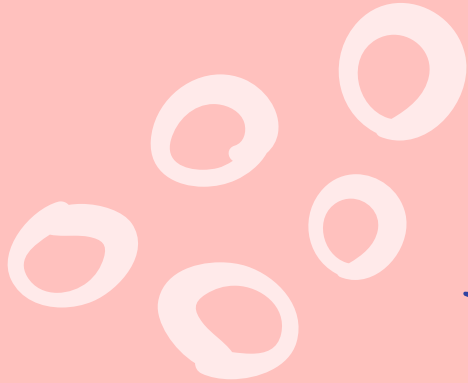
decided to join us every week

Sneak Peek



Insert your multimedia content here


Alternative Resources



Alternative Resources



Here's an assortment of alternative pictures within the same style of this template.

- Coffee cup near off and on writings
 - Vintage lamps in cafe
 - Man solving rubik's cube
 - Creative woman working medium shot
 - Hand holding sparkling stick
 - Stylish workplace in white and yellow for creativeness
 - Brush with purple and orange mixed paint
 - Front view of hand held light bulb with flowers and leaves
- 

Resources

Did you like the resources on this template?
Get them for free at our other websites.

Photos

- White old broken female statue and painting equipment
- Isolated ficus leaf with pink stripes on green background
- Variety of paint drawings of ficus leaves blue background
- Beautiful composition with bowl and small ball
- Modern art studio composition
- Bowl with pink paint and peach background

- Brush with red paint on canvas
- Light bulb with green paint

Vectors

- Colourful hand painted visiting card template
- Hand drawn infographic elements

Instructions for use

In order to use this template, you must credit [Slidesgo](#) by keeping the **Thanks** slide.

You are allowed to:

- Modify this template.
- Use it for both personal and commercial projects.

You are not allowed to:

- Sublicense, sell or rent any of Slidesgo Content (or a modified version of Slidesgo Content).
- Distribute Slidesgo Content unless it has been expressly authorized by Slidesgo.
- Include Slidesgo Content in an online or offline database or file.
- Offer Slidesgo templates (or modified versions of Slidesgo templates) for download.
- Acquire the copyright of Slidesgo Content.

For more information about editing slides, please read our FAQs or visit Slidesgo School:

<https://slidesgo.com/faqs> and <https://slidesgo.com/slidesgo-school>

Fonts & colors used

This presentation has been made using the following fonts:

Mansalva

(<https://fonts.google.com/specimen/Mansalva>)

Livvic

(<https://fonts.google.com/specimen/Livvic>)



#ff5059



#ffc1be

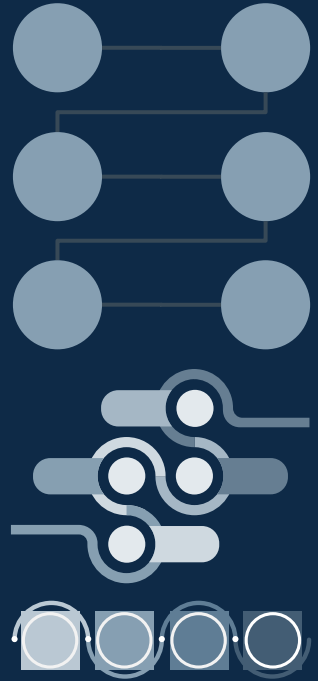
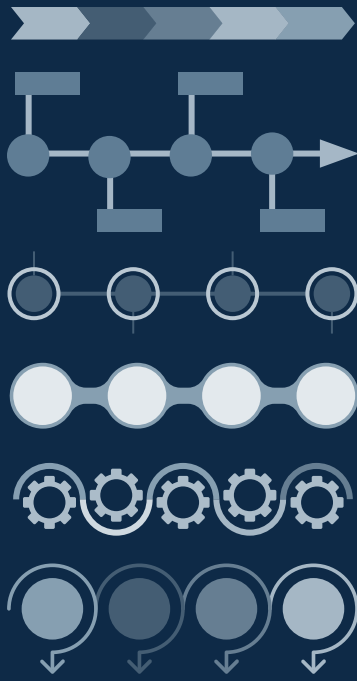
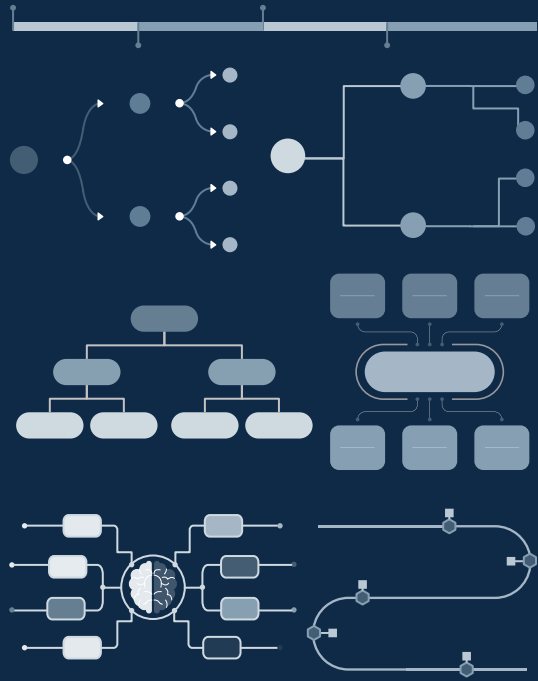


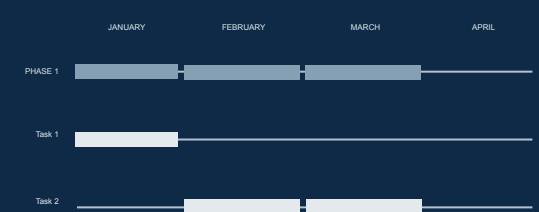
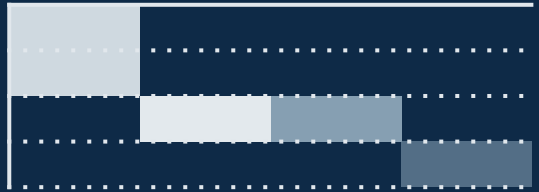
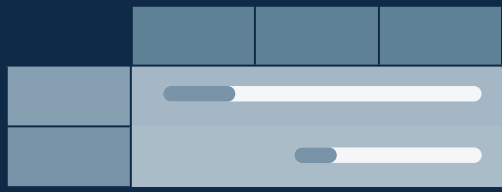
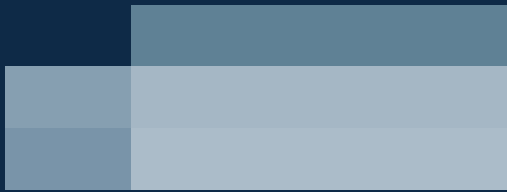
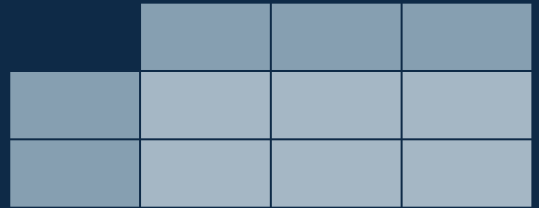
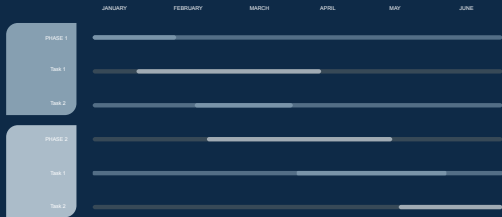
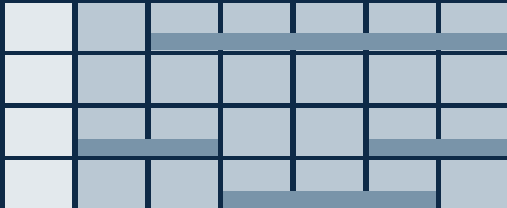
#ffeaea

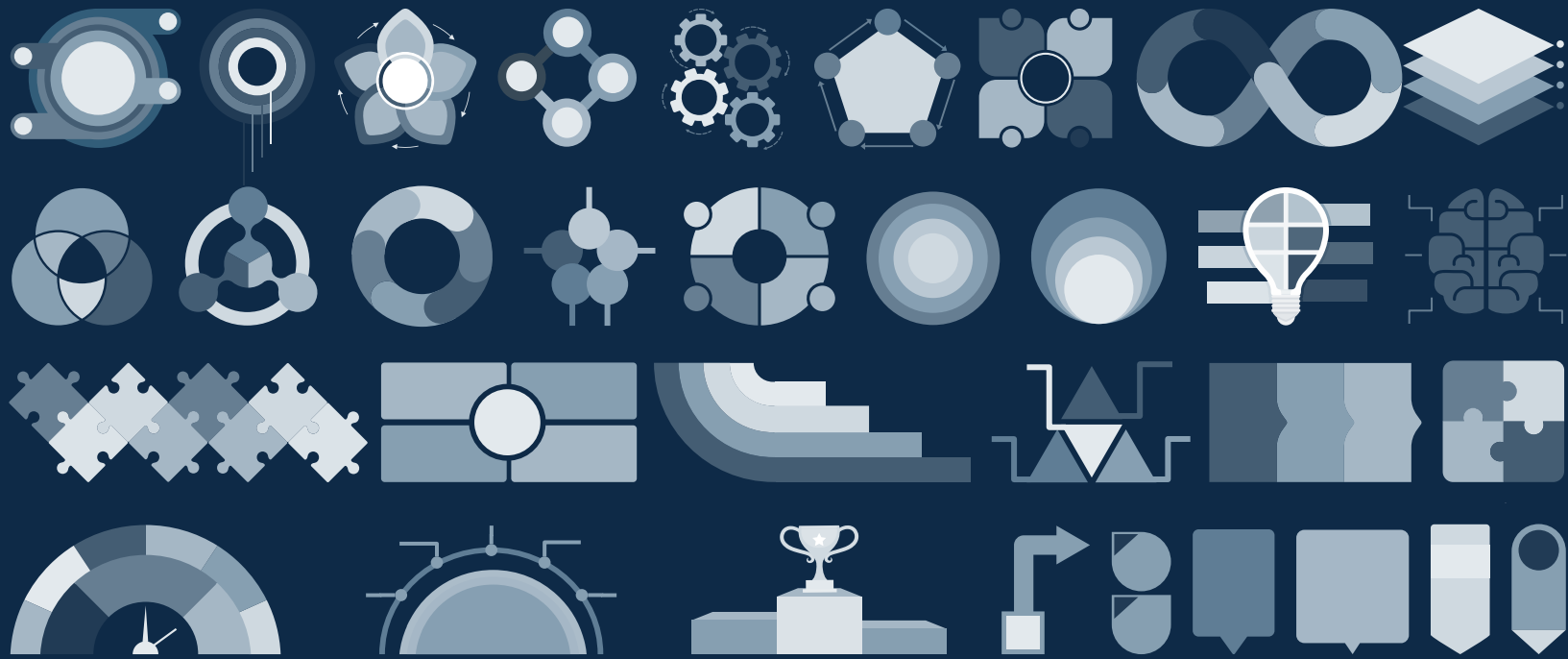


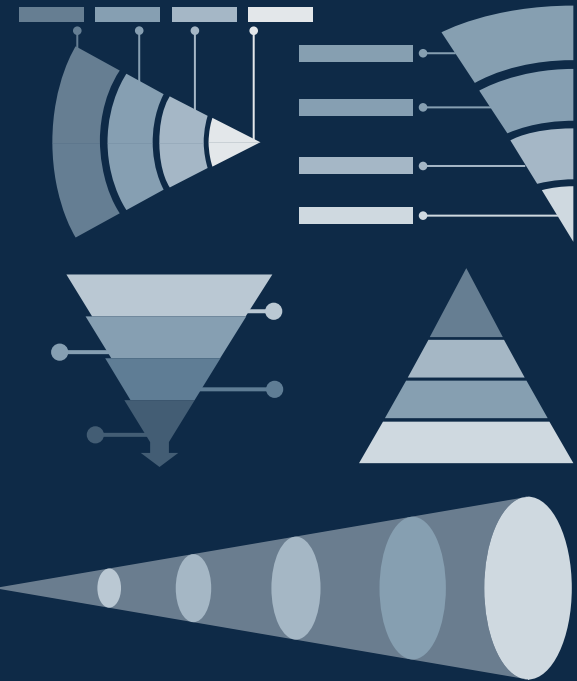
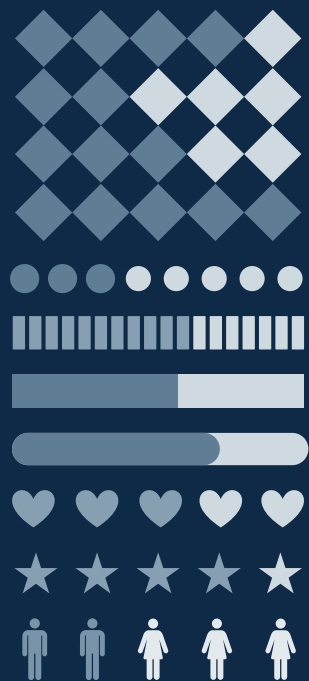
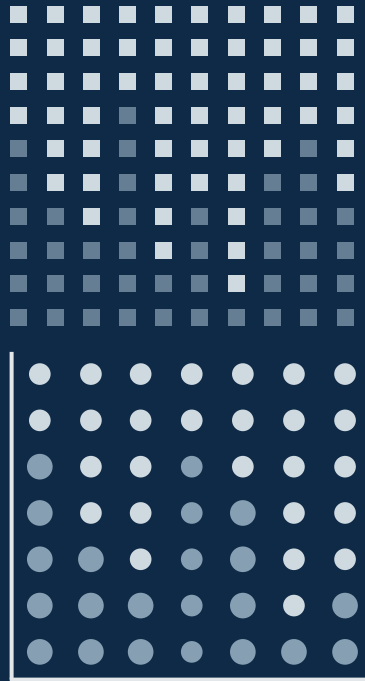
#3043a1











...and our sets of editable icons

You can resize these icons without losing quality.

You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.

In Google Slides, you can also use [FlatIcon's extension](#), allowing you to customize and add even more icons.



Educational Icons



Medical Icons



Business Icons



Teamwork Icons



Help & Support Icons



Avatar Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons



