

Librarians & Open Pedagogy in the Studio: Scaffolding Information Literacy Skills

Engaging studio-based students in creating/contributing to Open Pedagogy/OERs provides opportunities to scaffold information literacy (IL) competencies & build important transferable skills.

Studio-based fields of study involve creative inquiry/research processes, often interdisciplinary in nature, while frequently utilizing research-creation methodologies. Several IL frameworks/standards for these disciplines outline their unique IL competencies. Open Pedagogy & OERs are well suited to critical pedagogical approaches that involve collaboration/sharing/centering students as active producers of knowledge. Engaging students in contributing to open pedagogy can provide opportunities for students to reflect/share/publish their learning in activities that go beyond traditional scholarly writing.

Inviting students to document/articulate/present their interdisciplinary research process & final projects through Open Pedagogy activities can simultaneously provide opportunities to scaffold skills/engagement in IL competencies, while contributing to the open pedagogy environment. Furthermore, embedding librarians in co-facilitating this process provides opportunity to enhance/support key competencies & build transferable skills.

Open Pedagogy

- Creating content that others can see or view, critique, & value (Wiley & Hilton, 2018)
- Allows assignments to move beyond being **disposable**, potentially increasing value by providing more **authentic** assignments (value beyond creator's learning) or **constructionist** assignments (artifact made public) (Wiley & Hilton, 2018)

OER enabled-Pedagogy

- When possible/appropriate, incorporating OER-enabled pedagogy to open license student work allows for transformation into **renewable** resources to be continually engaged in and built upon (renewable versus disposable assignments) (Wiley & Hilton, 2018)
- Despite increase in open licensing of visual information & quality OER arts resources, there remains a lack of educator awareness & representation in literature (McDermott, 2020)

**DIGITALLY PUBLISHED PRESENTATIONS / VIDEOS / PODCASTS /
TIMELINES / SLIDES / CASE STUDIES / BLOGS |**

**COURSE JOURNALS / PUBLICATIONS / CATALOGUES
(STUDENTS AS AUTHOR, REVIEWERS, EDITORS) |**

**WEBSITES | E-PORTFOLIOS | DIGITAL EXHIBITIONS | DIGITAL
SKETCHBOOK / RESEARCH JOURNALS |
SOCIAL MEDIA TAKEOVERS | WIKITHONS |**

Activities

- Can be used to both produce content & articulate/record research process
- Creating summaries, transferring knowledge into new context/format, & producing primary resources (Wiley & Hilton, 2018)
- Inherently: collaborative/peer-based | hands-on | learner-centered/learner-generated/ guided inquiry-based | participatory | flexible | creative/innovative | critical

Librarians

- Help build faculty/instructor awareness of appropriate/available OERs and Open Pedagogy resources to support projects
- Support the planning/production of new or revised OERs
- Provide subject-based research support
- Enhance developing/supporting skill sets aligned with ILI standards through: co-developing/facilitating projects throughout a class term, providing presentations/class visits, activities, worksheets, or supporting forms of publishing
- Embed instruction on search library strategies, citation, scholarly communication/publishing processes, copyright and licensing (Shuttleworth, Stranack, & Moore, 2019)