

ON YOUR NOTECARD...

Reflect on a campus partnership focused on student success:

- What were key qualities/actions that solidified it?
- Any major points of departure?
- Share with your neighbor (will ask you to share out)

Reflect on a campus **partnership** focused on **student success** or any memorable partnership, what were **key qualities or actions** that solidified it?

Any major **points of departure**?

What did you learn from your neighbor?

OPENING REFLECTION





STUDENTS AT THE CENTER OF THE STUDIO:

PEER LEARNING, COLLABORATIONS, AND SERVICE DESIGN

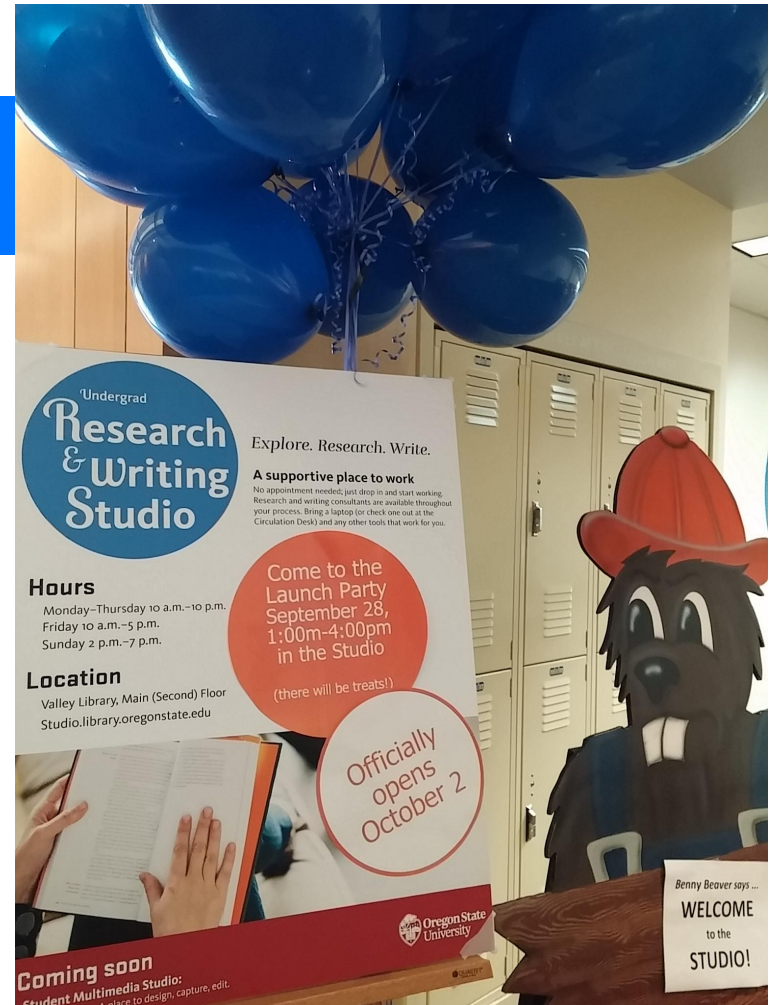
Beth Filar Williams
Jane Nichols



Oregon State University
Libraries and Press

TODAY'S SESSION

- Opening Reflection
- Setting
- Service Design
- Peer to Peer Learning
- Training
- Assessment
- Closing Reflection & Questions



OUR GOALS FOR TODAY

- Understand studio pedagogy in order to support the development of peer consultants and student writers.
- Imagine library research support for students as intertwined with their writing process.
- Discuss collaborations between writing centers and libraries in order to promote student success



SETTING



Writing Centers & Libraries: URWS origins

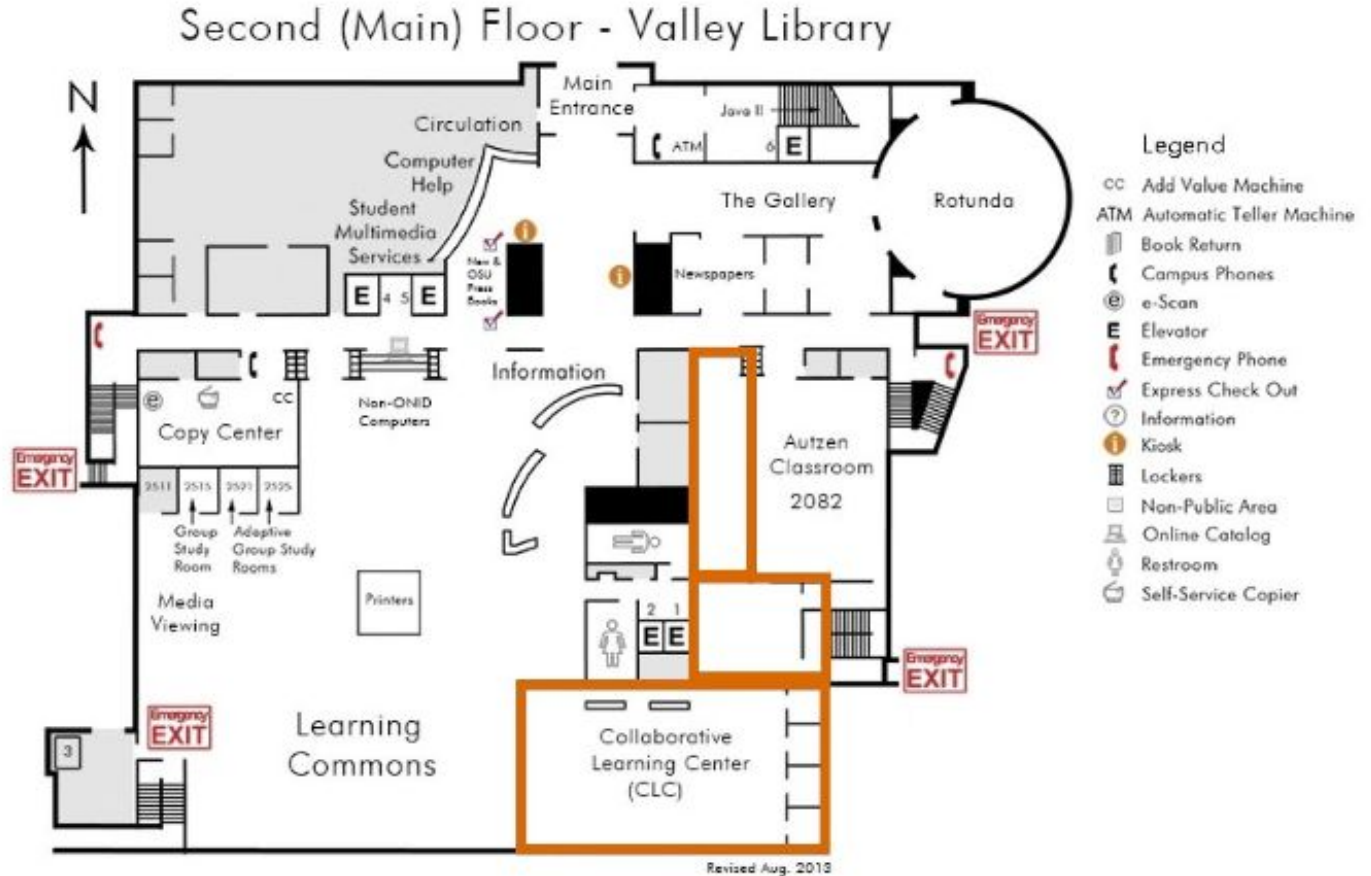
MOU

2018-2021 Leadership and Management

- The Associate University Librarian for Learning Services and the Director of the Writing Center will appoint representatives from the Writing Center, the Library Experience and Access department, and the Library Teaching and Engagement department to serve as the URWS Steering Committee during the period covered by this MOU.
- The Associate University Librarian and Writing Center director will work with the Steering Committee to recruit additional personnel who are needed to complete necessary work. *Every effort should be made to encourage student participation and feedback in the Steering Committee's work.*
- These representatives will, as needed, direct work in five areas: *Space design/improvement, Service Integration, Training and Pedagogy, Assessment, and Data Collection.*

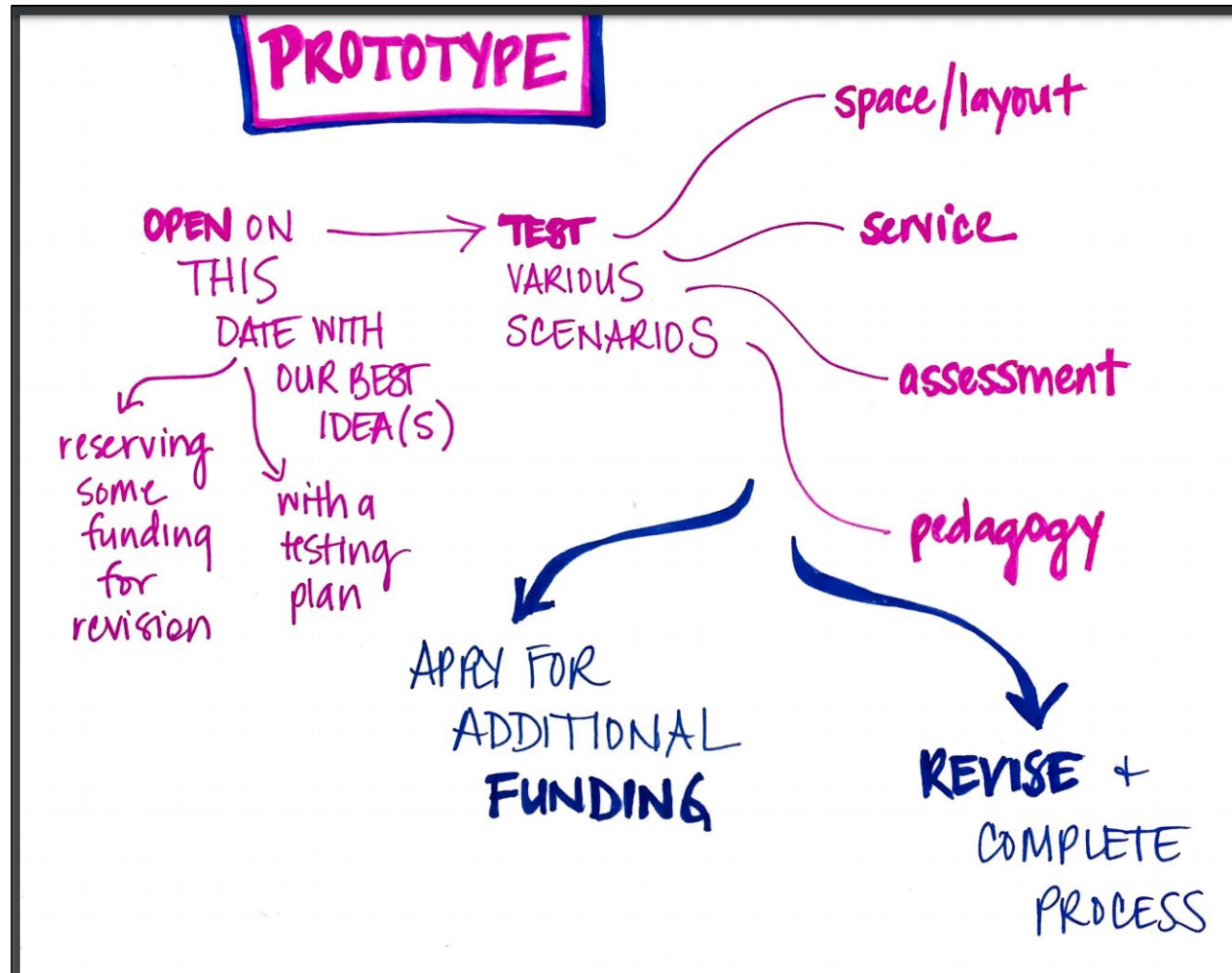
Service delivery: The URWS Steering Committee will draft a *URWS Statement of Shared Goals* describing the service experience users should expect in the Studio space by the end of winter term, 2019. Said document should define processes for assessment, ensure that training aligns with shared goals, and conduct assessments of service delivery in the URWS. Once the *Statement of Shared Goals* has been drafted, revisit and revise the document, as needed, on an annual basis during the summer term and present the revised document to the Associate University Librarian for Learning Services and the Writing Center Director.

SETTING



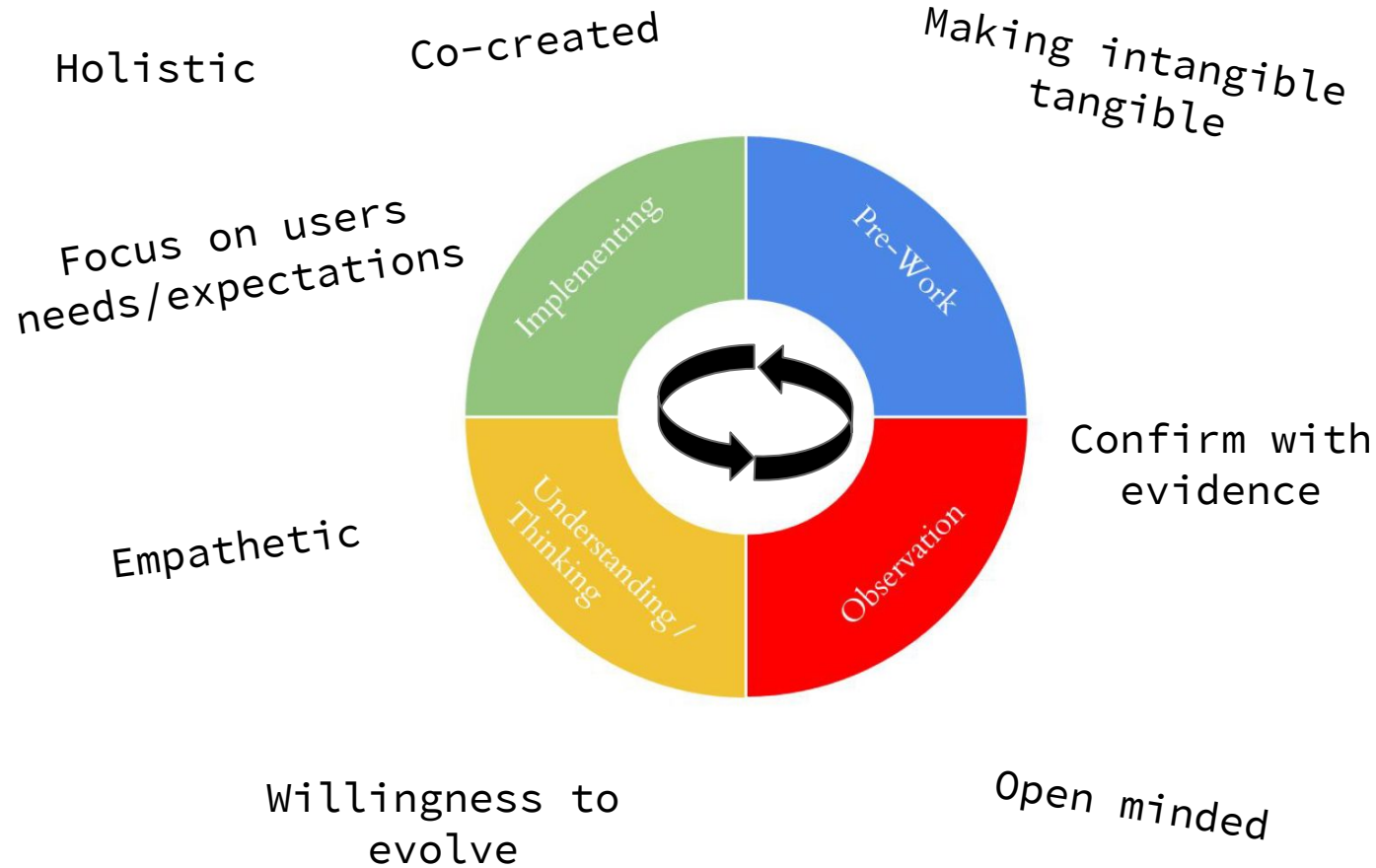
Writing Centers & Libraries:URWS origins

PHASED APPROACH



SERVICE DESIGN MINDSET & STAGES

SERVICE DESIGN MINDSET & STAGES



Melissa, Upper-Division, non-traditional student, 34 years old

She is: a returning student who took a break from college when her first child was born, knowledgeable about her field, familiar with library research, likely to do schoolwork from many different places at many different times of the day and week, moderately comfortable using basic technology for school and life, still trying to figure out her work/life balance

She isn't: experienced with a wide variety of OSU Libraries databases, sure how to manage all the resources she is finding, comfortable using video editing software, sure when she'll be able to stop time to come to the library in person

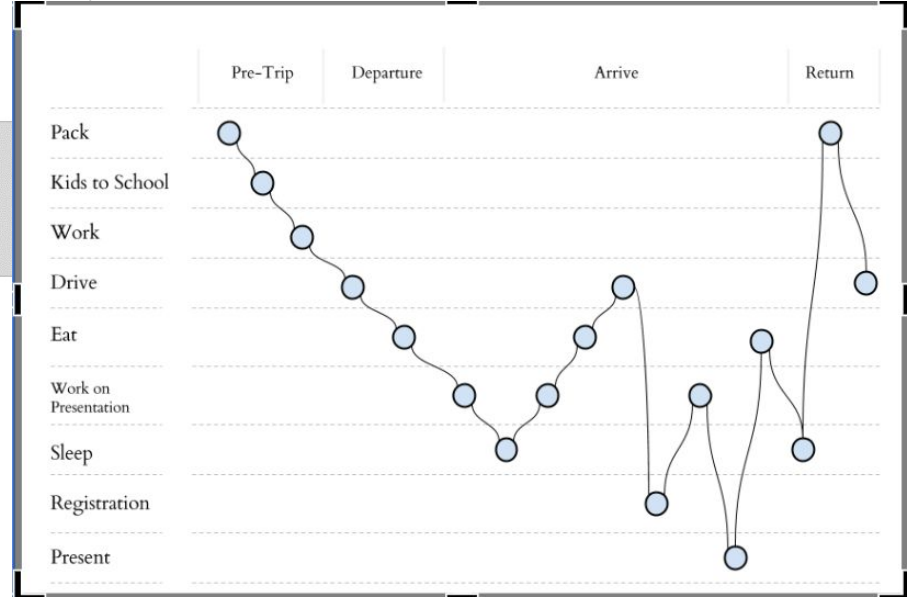
She needs to: narrow down her research focus, write a proposal, learn how to use Zotero or EndNote, learn basic video editing skills for her class project; leave in time to pick up her kids from daycare

Physical entry point	SMS Desk
Tasks user wants to accomplish	Video Project: Mock Consultation
Motivations	Grade, Class assignment Financial Stability after graduation Enhance academic practice for career: Communication skills
Anxieties	Stress: Time, Financial, Family Technology / Production learning curve Access to tools and space
Connection preferences	In Person
Time of day uses the Studio	Anytime: dependent on user responsibilities outside of school
Other info we should keep in mind about her tasks (writing/media/research-specific)	Requires instruction and access to equipment and space A lot of uptake time with staff training: Media Literacy *More demand on ability to flexi policy, tools and space Time-intensive project

PERSONAS

Phase	Working in the Studio							
Activity	First time in the Studio	Repeat Studio user	At the Studio because required for a class	Writing task	Research task	Media task	Signals for help (via flippy)	Done for the day
	U r here to do something for me Required by class							
Data								
Service Needs								

JOURNEY MAPPING TEMPLATES



Phase

Activity

Data

Service Needs

Working in the Studio - Melissa: Consultation Video

First time in the Studio	Repeat Studio user	At the Studio because required for a class	Writing task	Research task	Media task	Signals for help (via flippy)	Done for the day
<p>Uncertain, but curious about how robust the resource will be.</p> <p>Searches for someone that looks like they work in the space.</p> <p>Eager to articulate the assignment, but doesn't quite understand how it will benefit her learning or what questions to ask to get started.</p>	<p>Looks for a familiar face and/or proceeds to the main resource kiosk to check in.</p> <p>Depending on where in the process she is, Melissa may hop right back into her project, or request more consultation.</p>	<p>Generally not *required*, but the Studio for Media is a resource if Melissa needs consulting, access equipment or production facilities.</p>	<p>Develop a story and script.</p>	<p>Find examples of similar works and cite your sources.</p>	<p>Create the video: Script, Record, Edit.</p> <p>How do I storyboard? What equipment do I need? How do I use it? How long will this take? What about editing? How do I upload it?</p>	<p>Melissa may not prefer the flip cards. Presume she will seek help by leaving her workstation and finding a studio consultant (probably whomever she checked in with or worked with before)</p>	<p>Shut down workstation/studio space & return any equipment on loan</p> <p>Backup/Transfer data</p> <p>Checkout process...?</p> <p>Schedule an appointment to use studio/workstation again?</p>
<p>Greet Melissa, describe the Studio resource and inquire about project needs. *Offer a tour of the space.</p> <p>Complete the project plan worksheet and collect data: who, when, what for metrics.</p>	<p>Welcome Melissa back, collect data of her visit, hand out the flip cards, ask if she has a specific support need</p> <p><i>*what if we could somehow access her usage in the studio to inform our support?</i></p>	<p>Could simply be checking in as a formality.</p> <p>Or, we may have a custom assignment worksheet from an instructor with specific objectives and/or activities they expect Melissa to engage with.</p>	<p>Consult on writing styles—Audience, Voice, Word Choice and Sentence Flow—as applicable to a video script/story-board.</p> <p>Examples: Expository, Narrative, Persuasive, Descriptive.</p> <p>What and how do written elements become multimedia—audio, video, image—and why?</p> <p>How to write good interview questions</p>	<p>Consult on where to find examples—library resources, intelligent Googling.</p> <p>Citing resources for media: Creative Commons, Copyright, etc.</p>	<p>Consult on Preproduction, Production and Postproduction: -Storyboarding -Equipment recommendation & how-to demonstration -Best Practices & Technical Support: Framing, Lighting, Sound -How to import and Edit video</p> <p><i>*Time consuming and very hands-on at the start – by the end of a project, Melissa may have developed a general media skillset</i></p>	<p>Keep an eye out for a wandering, lost Melissa and/or check in periodically on her progress</p> <p>Staff may be more hands-on as is, with studio setup, software training, equipment demo, etc.</p>	<p>Is there a checkout process...?</p> <p>Tidy up Melissa's workstation/studio, ensure she's logged out of workstation.</p> <p>Process returned equipment</p>

PHYSICAL
EVIDENCE
what user sees
+ interacts with

ONSTAGE
FRONTLINE
STAFF
What do they
do for her..

OFF
STRAF
Behind Scenes Actions
Support user
actions...

Supporting Infrastructure *increase to travel user actions*

10 am - 10 pm
OPEN
HOURS M-F

PLEASE DO
NOT TOUCH!!
- Beth ☺

[-TED-
BNW 10-5pm
m-f]

Research 2.3
(Peer) Consultant
12.5 M-TH + Sunday?
FREE

WHERE
DO INFO SPEC
COME IN ??

From Spn - 9pm
INFO does chat
on desk
(9-10 Kristin)

RUMPUTUP

STUDIO PEDAGOGY

POINT OF NEED

PEER TO PEER

2019 Hours

(beginning week 2)

Mon-Thurs 10am-10pm

Friday 10am - 4pm

Sunday 1pm - 7pm



Welcome to the Studio!

Use these flippies to let us know what you need.

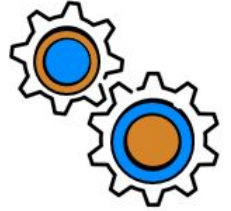
You are welcome to call on us or raise your hand any time.

Need additional research support?

Our librarians are here to help!

Ask a Studio Consultant for a librarian's business card.

WORKING...



I'm ready to work with a

STUDIO CONSULTANT

Did you know?



We always have a **research consultant** available to help with any of your research questions.

TRAINING

Professional Development Seminars

Orientations

One-shots

Micro-workshops

Professional Development Seminars Winter 2019

Undergrad Research & Writing Studio

<u>Seminar</u>	Facilitating Collab. Learning
<u>Facilitator</u>	Chris Ervin
<u>Day</u>	Mondays
<u>Times</u>	4:00-4:50 pm
<u>Dates</u>	January 28 - March 4
<u>Location</u>	Kelley Conference Room, Valley Library room 4168
Participants	
Becca C.	Ally S.
Thomas K.	Shaina S.
Gladys M.	Layke Y.
Trinity P.	

<u>Seminar</u>	ELL 1
<u>Facilitator</u>	Vanessa Petroj
<u>Day</u>	Tuesdays
<u>Times</u>	3:00 - 3:50 pm
<u>Dates</u>	January 15 - March 5
<u>Location</u>	Autzen Classroom, Valley Library room 2082
Participants	
Morgan D.	Rachel M.
Ally D.	Adrian M.
Emme E.	Lilli R.
Ashley H.	

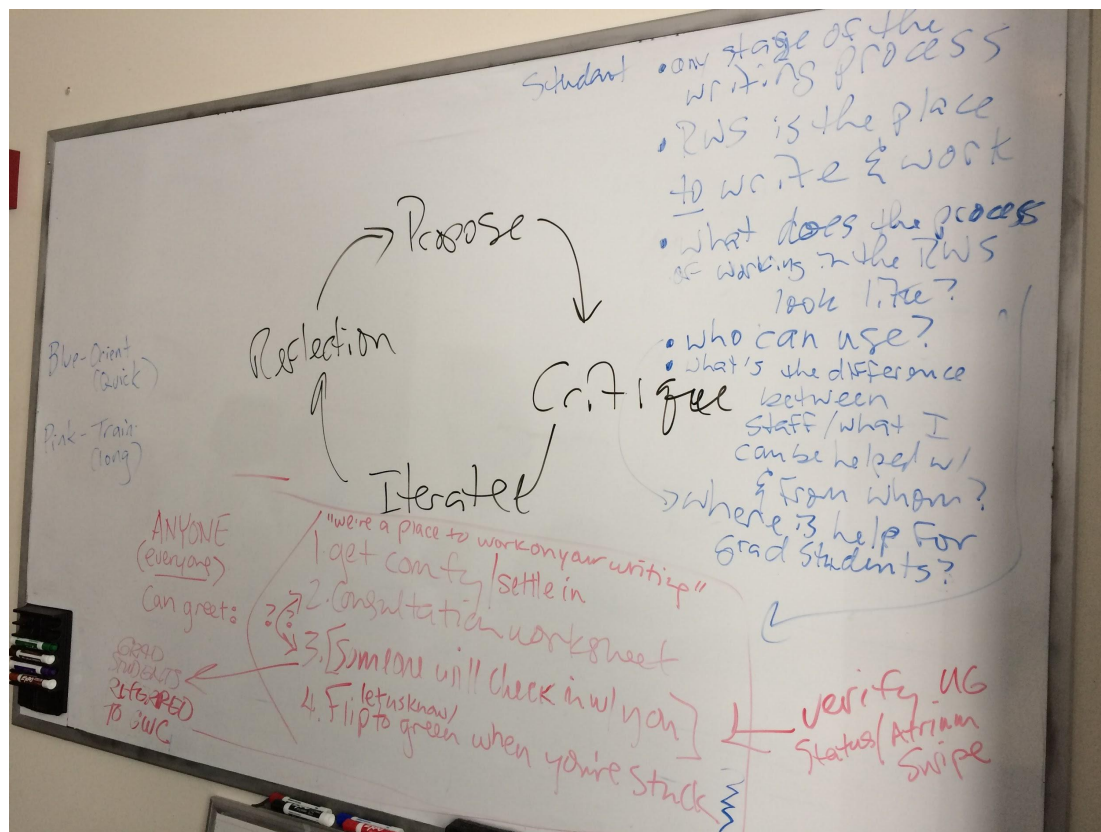
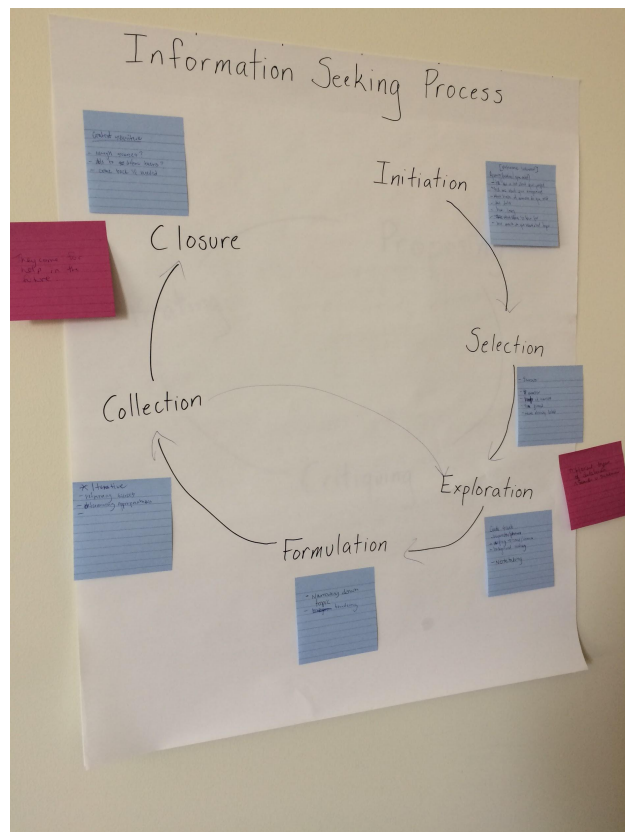
<u>Seminar</u>	ELL 1
<u>Facilitator</u>	Vanessa Petroj
<u>Day</u>	Wednesdays
<u>Times</u>	1:00 - 1:50 pm
<u>Dates</u>	January 16 - March 6
<u>Location</u>	Autzen Classroom, Valley Library room 2082
Participants	
Lauren A.	Clara L. Andy T.
Lexi C.	Yi-Chia L.
Tatiana D.	Sierra M.
Clarice G.	Abigail S.

<u>Seminar</u>	Studio Pedagogy
<u>Facilitator</u>	Chris Ervin
<u>Day</u>	Wednesdays
<u>Times</u>	6:00 - 6:50 pm
<u>Dates</u>	January 16 - March 6
<u>Location</u>	Autzen Classroom, Valley Library room 2082
Participants	
Ayla B.	Kathryn H.
Anu C.	Erin V.
Justin C.	Tiana W.
Daniel G.	Lucielle W.

<u>Seminar</u>	Research-based Writing
<u>Facilitator</u>	Ervin, Filar-Williams, & Nichols
<u>Day</u>	Fridays
<u>Times</u>	12:00 - 12:50 pm
<u>Dates</u>	January 18 - March 8
<u>Location</u>	Valley 2024 (across from Student Multimedia Studio)
Participants	
Nuran A.	Isaiah M. Toni T.
Connor C.	Zoe R.
Maire H.	Jacob R.
Jamie K.	Kylee S.
Eric M.	Logan S.

<u>PD Activity</u>	DiAngelo Reading Group
<u>Facilitator</u>	Dennis Bennett
<u>Day</u>	Mondays
<u>Times</u>	12:00-12:50 pm
<u>Dates</u>	Weeks 2-9 or TBD
<u>Location</u>	Kelley Conference Room, Valley 4168
Participants	
Tessa B.	Jason S.
Chris E.	Lindsay S.
Beth F-W.	Alex W.
Vanessa P.	

Remember, the seminars will be listed on your When to Work schedule.



INFORMATION SEEKING PROCESS MEETS PROPOSE CRITIQUE ITERATE

TRAINING

SCENARIOS: INTERTWINED RESEARCH & WRITING PROCESS

A student asks for help finding sources for their WR 121 annotated bibliography. Their topic is the #NoDAPL (No Dakota Access Pipeline) movement. At first it seems that the student is approaching this topic in support of the Water Protectors. Through conversation, it becomes unclear what the student supports. How might this scenario play out?

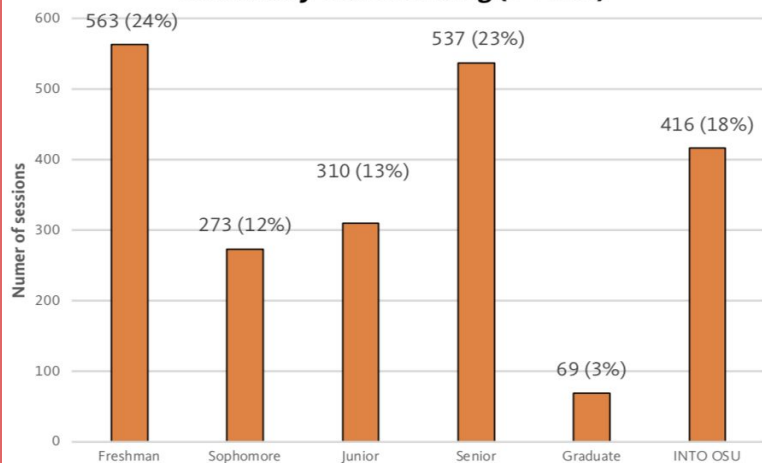


A History 317 student flips to blue and says they want someone to review their writing for overall organization. They are writing a proposal for a research project and the proposal needs at least eight scholarly sources which they include. As you review their draft, you notice sections that seem like they are direct quotes but no source is cited. How might this scenario play out?

INTERTWINED RESEARCH & WRITING PROCESS

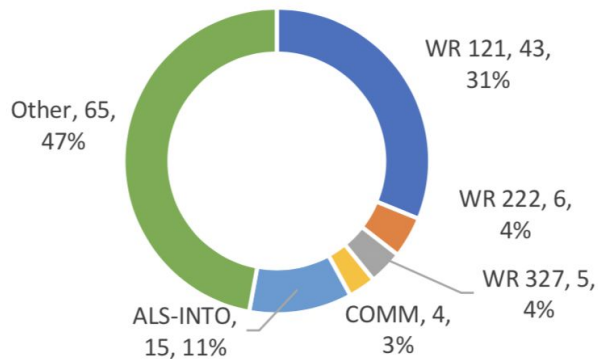
Topic	More Time	Same	Less Time	No opinion / Didn't attend
Week 1: What is Research-based Writing? (Erin)				
Week 2: The Propose Critique Iterate Cycle Meets the Information Seeking Process (Jane)				
Week 3: Reference Interview/Agenda Setting (Jane)				
Week 4: Research Writing Across Disciplines (Jane)				
Week 5: Quoting/Paraphrasing/Summarizing (Jane)				
Week 6: Helping Students Avoid Plagiarism and Maintain Academic Integrity (Jane)				
Week 7: Visit Special Collections and Research Center: Locating and Using Archival (Primary) Sources (Natalia)				
Week 8: Consultants Choose a Topic/Reflection (Erin/Jane)				

Sessions by Class Standing (n=2168)



During winter 2019, the URWS tracked the number of research-focused sessions. Around 10% of the sessions included some kind of research consultation.

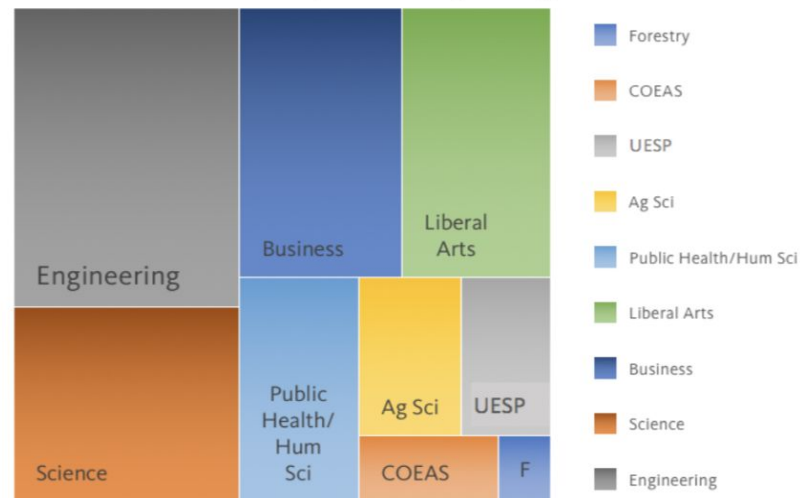
Research Consultations: Sessions-by-Course



ASSESSMENT & REFLECTION

STEM students made up 61% of the unique users in winter 2019, with College of Engineering (COE) students leading the way at 25% of unique users. Of the 315 unique COE users, 33% were freshmen, 18% sophomores, 13% juniors, 18% seniors, 4% graduate, and 12% INTO OSU.

Unique Users by College



- Could studio pedagogy be applied in your library/writing center?
- What shifts (culturally, administratively) would need to occur to promote sustainable student focused partnering?
- How do you start difficult conversations when you and your collaborator don't agree?

CLOSING REFLECTION





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Libraries and Press

RESOURCES & REFERENCES

Marquez, J. J., & Downey, A. (2016). *Library Service Design: A LITA Guide to Holistic Assessment, Insight, and Improvement*. Lantham, MD: Rowman & Littlefield.

Learning Spaces Toolkit <https://learningspacetoolkit.org/>

Putting the User First: 30 Strategies for Transforming Library Services. By Courtney Greene McDonald. Chicago: ACRL, 2014. <https://bit.ly/2GokTQy>

Brocato, K. (2009). "Studio Based Learning: Proposing, Critiquing, Iterating Our Way to Person-Centeredness for Better Classroom Management." *Theory Into Practice*, 48(2), 138-146. <https://doi.org/10.1080/00405840902776459>