



## *How Leonardo Met Mona Lisa: Exploring Careers in the Arts*

2004

Alba Fernandez-Keys, Indianapolis Museum of Art Library

Larry Hurt, Ben Davis High School

Afernandez-keys@ima-art.org

### **1. Description of Primary Learners:** High school students interested in art

- |                          |                  |                                     |                   |
|--------------------------|------------------|-------------------------------------|-------------------|
| <input type="checkbox"/> | Early Learners   | <input checked="" type="checkbox"/> | High Schools      |
| <input type="checkbox"/> | Primary Schools  | <input checked="" type="checkbox"/> | Young Adults      |
| <input type="checkbox"/> | Upper Elementary | <input type="checkbox"/>            | Adult Learners    |
| <input type="checkbox"/> | Middle Schools   | <input type="checkbox"/>            | Intergenerational |

### **2. Subject/Topical Areas of Inquiry:** Art careers

- |                                     |                      |                          |                    |
|-------------------------------------|----------------------|--------------------------|--------------------|
| <input type="checkbox"/>            | Science/Technology   | <input type="checkbox"/> | Daily Life Skills  |
| <input type="checkbox"/>            | Social Sciences      | <input type="checkbox"/> | Business/Economics |
| <input checked="" type="checkbox"/> | Arts/Humanities      | <input type="checkbox"/> | Local Community    |
| <input checked="" type="checkbox"/> | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

### **3. Library Resources/Media Formats Used:**

- |                                     |                  |                                     |                      |
|-------------------------------------|------------------|-------------------------------------|----------------------|
| <input checked="" type="checkbox"/> | Reference Books  | <input type="checkbox"/>            | Databases            |
| <input checked="" type="checkbox"/> | Periodicals      | <input checked="" type="checkbox"/> | Collections          |
| <input checked="" type="checkbox"/> | Web Sites        | <input type="checkbox"/>            | Videos, Art Forms    |
| <input type="checkbox"/>            | Production Tools | <input type="checkbox"/>            | Production Equipment |

## *How Leonardo Met Mona Lisa: Exploring Careers in the Arts*

**Program Description:** This is a two-session experience for the high school senior with an interest in art that begins by setting a learning context through art career exploration.

The experience includes a brainstorming activity, a research and writing component, and a panel discussion with art experts from the community.

The experience concludes with the publication of the students' written articles in a class newsletter, during which the high school seniors demonstrate proficiency with the real world application of their knowledge products.

**Program Benefits:** This program enables learners to explore the possibilities of a career in art, and helps them to make informed decisions about their future while learning valuable research and writing skills.

Past participants have valued the program because it helped them to understand the career options available to students of the visual arts and what each one requires.

**The Roles the Librarian Plays** (check all that apply):

- Information Specialist for Primary Learners
- Instructor in Information Literacy/Inquiry Skills for Primary Learners
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

**B. LEARNING OBJECTIVES FOR THE PRIMARY LEARNER**

*How Leonardo Met Mona Lisa: Exploring Careers in the Arts*

**LEARNING OBJECTIVES FOR PRIMARY LEARNERS**

<b>Learning Dimension</b>	<b>Content Objectives</b>	<b>Information Literacy Objectives</b>
<b>Concepts</b>	<p>Understand the existence and educational requirements of a variety of visual arts careers.</p> <p>Research is an integral part of making professional and educational decisions.</p> <p><b>Careers and Community H.11.1</b></p>	<p>Understand difference between primary and secondary research.</p>
<b>Practices</b>	<p>Will be able to critically evaluate and synthesize information for sharing knowledge.</p>	<p>Will learn to use library materials (print and electronic) to find career-related information.</p> <p>Conduct primary research by meeting with experts in the field.</p>
<b>States of Being</b>	<p><b>Careers and Community H.12.1</b></p> <p>Following a career they are passionate about is not only possible but very rewarding.</p> <p>Family members will feel more comfortable with the options available to those that choose a career in the arts.</p>	<p>Think of museums and libraries as information centers available to the community in general.</p>

## **TOOL KIT 1: INSTRUCTIONAL GUIDE**

This is a guide for the **librarian, teacher,** and/or **subject expert** to follow when replicating the program.

### **TABLE OF CONTENTS**

This Instructional Guide contains these components, in order of use:

	<b>Page</b>
1. Overview of session one	4.1
2. Overview of session two	4.2
3. Overview of session three	4.3
4. Overview of session four	4.4
5. Project Conclusion	4.5

## 4.1 Session one: brainstorming

### Purpose of the session

Start students thinking about careers in the visual arts. Instructor and librarian will also become familiar with student's questions and concerns regarding their thoughts about careers and higher education. Conduct pre-test.

### Program set-up

Have activity [handouts 5.1](#) and [Pre-survey 7.4.3](#) available. Program will take place in the classroom. Students must be seated in a form that facilitates group discussion.

### Activities

Total class time: 50 minutes

- **Introduction to the project (Instructor/Librarian--5 minutes)**  
Explain the purpose of this project and discuss its objectives. Let students know that they will not only learn about art careers but that they will share what they learned with other students through a career guide that they will create as part of this project.
- **Conduct pre-test (Librarian--5 minutes)**  
Students should be given pre-test ([7.4.3](#)) to find out how comfortable/knowledgeable they are regarding art careers, library/museum use, and other variables. We also wanted to find out if students had made career decisions yet, if they had any questions or concerns, and if they had discussed this with their families.
- **Career brainstorming (Instructor/Librarian--35 minutes)**  
Assign a career from [handout 5.1](#) to each participant. Allow a few minutes for reflection on what each professional does and what type of education/skills are needed for each profession. Each student should briefly discuss his or her assigned career with the rest of the group. Leave some time for questions/discussion at the end of the period.

- **Choose a career topic (Instructor--5 minutes)**

Students must choose an art-related profession that they are interested in learning more about. This choice will be used for research during the library visit.

### **Post-activity questions**

- List some valuable art-career related skills that you already possess?
- Which of these are you interested in developing further?

### **Pitfalls/Helpful Hints**

- It should be stressed that there are no right/wrong answers to this exercise as many of the career options provided are rather uncommon. This activity is strictly created to let students think about the possibilities of a future in the arts.
- It is up to the instructor/librarian to determine whether students should work on their own or form part of a small (two or three-member) team. It was often the case that several students were interested in researching the same profession. We gave students the option to choose how they preferred to work.

### **Evaluating the pre-test**

Instructor and librarian should meet soon after session one to discuss the pre-test. The most important information we gathered came from it came from the 'questions and comments' box. A significant portion of the students wrote that their biggest concerns were: not knowing where to start searching for schools, how to find funds for higher education, and how to choose a college. We tried to incorporate some of this information into our PowerPoint lecture in session two. This instructional component of the next session should be geared towards the group's specific needs as indicated by the pre-test.

## 4.2 Session Two: Research at a Special Library

### **Purpose of the session**

This session will introduce students to materials used to research careers in the visual arts. It will also introduce students to the nature and use of a special library, and it will provide in-depth introduction to a museum profession using the gallery spaces and art collections as context.

### **Program set-up**

Have **handout 5.2**, writing materials, easel pads, and pencils available. Make sure Audio visual equipment is properly connected (computer, screen, and projector). Chairs should face the screen during introduction, PowerPoint lecture, and wrap-up sections of the unit. Computer terminals with internet access should be available.

### **Activities**

Total class time: 1 hour, 40 minutes.

- **Introduction to a special library (Librarian—10 minutes)**

Welcome and introduction to the library. Discuss what a special library is and what type of collections are housed in your space. Discuss specific policies to your library and to special libraries in general. Introduction to the use of research materials. Introduction to the concepts of primary and secondary research.

- **PowerPoint presentation and discussion about art careers and higher education (Instructor/Librarian--15 minutes)**

Instructor will provide a general introduction to higher education in the visual arts. What skills and materials will likely be required to be accepted into college. Additional topics can be included as indicated by the results of the pre-test.

Librarian will present materials available to students to research higher education, scholarships, and careers in the visual arts. Discuss the importance of internships and other work experience when working in the arts in order to start a career.

Allow time for questions.

- **“Art and [other disciplines]” discussion (Museum expert--30 minutes)**

It is important to let students realize that there are many other fields that are important to art and that studying strictly art reduces one’s chances of pursuing a career in this field. Emphasize that the more interdisciplinary skills one has, the easier it is to succeed. Introduce expert and have him/her give a short discussion of the profession. Group should visit the galleries with expert to gain first-hand knowledge of the context in which this person works.

When this program was created, students visited an exhibition with our Conservator of Paintings. The expert discussed how science and art are important elements of his profession and how these skills are used in his job. He also discussed his background in both chemistry and applied arts. Allow time for questions.

- **Library research (35 minutes)**

Students should be given time to do research at the library using both the materials discussed earlier and books recommended by the librarian. Because of the nature of our library as a closed-stacks, non-circulating facility, library materials were placed in an area accessible to students and organized by subject. Depending on the particular career they were to research, students used printed materials or the internet, or sometimes both. Librarian and library staff should be available for assistance. Provide [handout 5.2](#).

- **Wrap-up (Instructor/Librarian—10 minutes)**

Students to discuss what they found out about their individual topics

### **Post-activity questions**

- What surprising, new information did you find out about the career you chose? Share with the group.

### **Pitfalls/helpful hints**

- While trying to avoid to seem exclusive or to have too many rules, make sure that students understand the policies in use at your library. In my case, because of the nature of our materials, we do not allow the use of ink, nor do we allow backpacks in the library. I provided pencils and writing materials for all participants and made sure instructor communicated to the group prior to the visit that they could not bring large backpacks or coats.
- Make sure to emphasize to expert that you are interested in making a connection between art and other disciplines.
- Check with the Museum's Tour Coordinator whether or not large groups are expected in the galleries during the time you plan to use the spaces. Conflicting schedules might cause delays or conflicts in holding a long discussion in the galleries.

### 4.3 Session Three: Panel Discussion

#### **Purpose of the session:**

Allow students to participate in a discussion with a group of art professionals from the community. This panel discussion is intended to be an active interview by students. Students must be able to make the connection to the concept of primary research.

#### **Program set-up:**

Classroom must be set-up to facilitate group discussion. Use a long table and provide a chair for each guest speaker. The panel must be placed in front of the group. Have [handout 5.3](#) available.

#### **Activities:**

Total class time: 45 minutes

- **Introduction: (Instructor/Librarian--5 min.)**  
Instructor/librarian should introduce the session. Explain that, although there will be discussion about careers, panelists will not only describe their professions. They are here to answer questions. Provide the name of each guest and their professional title.
- **Guest introductions: (Panelists--10 minutes)**  
Each guest must introduce him/herself and give a very brief description of what he/she does for a living.
- **Brainstorming questions: (Instructor--5 minutes)**  
Each student must think of three questions they would like to ask our panelists. Provide [handout 5.3](#).
- Open discussion ( Group/Panelists--25 minutes)  
Open the floor to student questions and discussion.
- Thank panelists for their participation (Instructor/Librarian)

**Post-activity questions**

- What did you like best about the professions we discussed today? What aspects of their jobs did you like the least?

**Pitfalls/ helpful hints:**

- Make sure to call each panelist a day or two before the scheduled date to remind them of the time and location.
- Invite anywhere from two to four professionals to participate. Panelists should represent a variety of art-related professions from the community.
- Take special note of student's questions and comments during this portion of the project. More than the post-test, listening to students' open questions was the most valuable indicator of how their perception of art professions had developed over the course of the sessions.

## 4.4 Session Four: Writing a Short Art-Career Entry for Student Newsletter

### **Purpose of the session:**

Students will write a short, informative newsletter entry about the art-career they chose and researched during previous sessions. Session can be led by the instructor only.

Conduct post-test.

### **Program set-up:**

Use regular classroom arrangement. Have [handout 5.4](#) and [post-test 7.4.4](#) available.

### **Activities:**

Total class time: 50 minutes

- **Introduction and questions: (Instructor--10 min.)**

Instructor will introduce the session and answer student's questions about the assignment. Students will be asked to follow the general final project template ([handout 5.4](#)) so that every student's entry will include the same type of information and in the same order. Entries should be informative and concise.

- **Writing time: (Students--35 minutes)**

Students will work on their written entries.

- **Post-survey (Instructor—5 minutes)**

Conduct post-test ([7.4.4](#))

### **Pitfalls/ helpful hints:**

- Let students know that it is very important that they complete the survey and that, if possible, they include their comments as it will be helpful to know where this unit can be altered to better serve students learning needs in the future.
- The grading rubric for this session is available in [section 7.4.2](#) of this guide. The instructor will be responsible for evaluating student's work. Librarian will evaluate the research portion of the unit ([7.4.1](#)).

### **Evaluating the post-test**

You can compare student's responses from the pre-test and first page of the post-test. Pre- and post-test results from question #1 can indicate if any students changed the way they felt about pursuing an art career. Questions #2, #3, #4 and #5 indicate how student's perceptions and comfort level with finding career-related information has changed over the course of this project.

The second page in the post-test is strictly a customer service survey and is intended to provide instructor and librarian information regarding their performance throughout the lesson. In addition to learning what students found most and least useful, the last two questions of the customer service portion can help determine if any changes should be made the next time this lesson is implemented

## **4.5 Project Conclusion**

### **Printing the newsletter**

- Students' work will be compiled by librarian into a newsletter that can be distributed during the end of year student art show or any other relevant school event that students and their families attend.

## **TOOL KIT 2: LEARNERS' MATERIALS**

This is the collection of materials that may be reprinted for distribution to the learners in your program.

### **TABLE OF CONTENTS**

The Learners' Materials are listed, in order of use:

	<b>Page</b>
1. Career options handout	5.1
2. Library research handout	5.2
3. Panel questions handout	5.3
4. Final Project template	5.4



## Career options

Today we will discuss career options for people who are interested in art. Below are a few examples. Have you ever considered a career as a(n)...

- Art Dealer?
- Book Artist?
- Art Auctioneer?
- Fabric Designer?
- Gallery Director?
- Museum Curator?
- Calligrapher?
- Art Therapist?
- Archivist?
- Art Instructor?
- Art Historian?
- Museum Educator?
- Antique Restorer?
- Children's Book Illustrator?
- Interior Designer?
- Museum Photographer?
- Exhibition Designer?
- Tour Guide?
- Make-up Artist?
- Museum/Gallery Public Relations Officer?
- Stage Designer?
- Museum Development Officer?
- Antiques Specialist?
- Web-site Designer?
- Model Builder?
- Art Librarian?
- Shoe Designer?
- Art Lawyer?
- Game Designer?
- Graphic Designer?
- Layout Artist?
- Environmental Designer?
- Visual Resources Librarian?
- Textile Conservator?
- Art Appraiser?
- Exhibit Lighting Specialist?
- Photo Journalist?
- Police Artist?
- Book Jacket Designer?
- Registrar?
- Art Crater/Shipper?
- Medical Illustrator?
- Jewelry Designer?
- Art Consultant?
- Art Critic?
- Type Designer?
- Architect?
- Furniture Designer?
- Paper Conservator?

Learners' materials 5.2



Name \_\_\_\_\_ Date \_\_\_\_\_

Welcome to the \_\_\_\_\_ Special Library! Today you will use the library's resources to learn how to research art occupations. Please fill in the boxes with the appropriate information.

● Occupation

---

● Description

---

---

---

---

---

---

---

---

● Expected salary range

---

● Skills

---

---

---

---

---

---





● Bibliography

---

---

---

---

---

---

---

Learners' materials 5.3

Name \_\_\_\_\_ Date \_\_\_\_\_



Today's panel consists of professionals who work with art. Please think of three questions you would like to ask and write them in the spaces provided.

1.

2.

3.

Learners' materials 5.4



## Final Project Template

Name \_\_\_\_\_ Date \_\_\_\_\_

Occupation

Description

Expected salary range

Necessary skills

Educational requirements

What attracted you to this career? Do you already possess some of the skills required? Which additional skills would you like to pursue in the future? What is your favorite aspect of this job? What don't you like?

### **TOOL KIT 3: LIBRARY RESOURCES**

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

#### **TABLE OF CONTENTS**

Library Resources contains these components, in order of use:

	<b>Page</b>
1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Space	6.3
4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

### **6.1 The Librarian's Role(s) in the Program:**

- Information Specialist for Primary Learners—Learners will be directed to librarian for any questions they may have regarding information seeking. (3 hours)
  
- Instructor in Information Literacy/Inquiry Skills for Primary Learners—Librarian will create tools and will introduce all information sources that will be used during this program. (3 hours)
  
- Partner to Teachers/Instructors/Subject Experts—Librarian will co-present with partner the initial introduction to the program. Librarian will collaborate in evaluating student's work. (4 hours)
  
- Program Advocate and Administrator—Librarian will promote program and keep track of costs and evaluations. Librarian will contact experts in the community. (6 hours)

## 6.2 The Materials from the Library's Collection.

Besides using reference materials related to careers in the arts, the library used a number of books to visually illustrate what professionals in a specific field are able to create. These depend on the career chosen and are too many to cite here. Below is a list of reference guides that were critical to finding information about specific professions (provide one copy of each item):

- Barron's Educational Series. *Barron's profiles of American colleges*. New York: Barron's., 2001.
- Brommer, Gerald. *Careers in Art: an Illustrated Guide*. Worcester, MA: Davis Publications, 1999.
- Burcaw, George Ellis. *Introduction to Museum Work*. Nashville: American Association for State and Local History, 1975.
- Camenson, Blythe. *Careers in Art*. Lincolnwood, IL: VGM Career Horizons, 2000.
- ----- . *Opportunities in Museum Careers*. Lincolnwood, IL: VGM Career Horizons, 1996
- Danilov, Victor J. *Museum Careers and Training: a Professional Guide*. Westport, Conn: Greenwood Press: 1994.
- Facts on File. *Career Opportunities in Art*. New York, NY: Facts on File Publications, 2001.
- Facts on File. *Top Careers for Art Graduates*. New York, NY: Checkmark Books/ Facts on File, 2004
- Goldberg, Jan. *Careers for Color Connoisseurs & Other Visual Types*. Lincolnwood, IL: VGM Career Horizons, 1999.
- Heller, Steven. *Becoming a Graphic Designer: a Guide to Careers in Design*. New York: John Wiley & Sons, 2002
- Kaplan, Andrew. *Careers for Artistic Types*. Brookfield, Conn: Millbrook Press, 1991.
- Lang, Kathleen. *Art A Go Go's Guide to Careers in Art History: a Career Guide for California Art History Students*. San Jose, CA: Art A Go Go, 2003

● Lister, Mary. *Museum Job Descriptions and Organizational Charts*. Washington, D.C.: American Association of Museums, 1999.

● National Register Publishing. *American Art Directory*. New York: R.R. Bowker; National Register Publishing, 2005

*Internet Resources:*

- Artschools.com: The Art School & Program Directory [www.artschools.com](http://www.artschools.com)
- Career Alternatives for Art Historians [www.nd.edu/~crosenbe/jobs.html](http://www.nd.edu/~crosenbe/jobs.html)
- CollegeNET: Allows applicants to complete and file college applications online. [www.collegenet.com](http://www.collegenet.com)
- Peterson's [www.petersons.com](http://www.petersons.com)
- Vocational Information Center [www.khake.com](http://www.khake.com)
- Art-School-Search [www.art-schools-search.com/](http://www.art-schools-search.com/)
- College Board. Search for schools and scholarships. [www.collegeboard.com](http://www.collegeboard.com)
- U.S. Department of Labor, Bureau of Labor Statistics. Look for the *Occupational Outlook Handbook* on the right side of the screen. Then click on the *OOH search / A-Z Index* located on the top right of the screen. [www.bls.gov/home.htm](http://www.bls.gov/home.htm)
- U.S. Department of Education. The U.S. Department of Education provides a free scholarship search. You must create a password and login in order to use the service. <http://studentaid.ed.gov>

### **6.3 Space**

- Library session: will need a chair for every participant in the group. Chairs must face the screen. Provide several tables for handouts, refreshments and other materials. Library reference and reading areas should be adapted to a large visitor group. Provide library materials divided by subject.
- The group will visit the museum's exhibition spaces with our expert.
- Sessions that take place in the classroom will require the arrangements of chairs to be in a format that facilitates group discussion.

### **6.4 Equipment:**

- Photocopier.
- Public computer terminals with Internet access (at least five).
- Screen/ AV equipment.

### **6.5 Supplies:**

Consumables:

- Pencils.
- Folders.
- Writing materials.
- Easel pads (at least two)
- Easels (at least two)

## **TOOL KIT 4: PROGRAM ADMINISTRATION**

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

### **TABLE OF CONTENTS**

Program Administration contains these components, in order of use:

	<b>Page</b>
1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
3. Promotion and Advocacy Tools	7.3
4. Measurement Guidelines	7.4
5. Project Resources with Budget	7.5

## 7.1 Project Timeline and Logistics

Sample timeline:

	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
Week 1	Meet with instructor to discuss project.	Make arrangements for refreshments/ food if necessary.	Arrange transportation for students (instructor).		Contact panelists and expert.
Week 2	Make reservation for museum spaces (library, lunch space, galleries, etc.)		Meet with expert to discuss details of talk.		
Week 3	Send field trip permission slips to parents (instructor).	Meet with instructor to discuss handouts and other materials.	Make corrections/ additions as necessary.	Buy office supplies and print handouts.	Remind expert of date/ time of session 2.
Week 4	<b>Session 1: brainstorming.</b>  Meet to discuss outcome of pre-test. Incorporate any information that may be useful to students in session 2.	Remind panelists of date and time of session 3.	<b>Session 2: research at special library.</b>		<b>Session 3: panel discussion.</b>
Week 5	<b>Session 4: Writing art-career newsletter.</b>		Assignments due (instructor).  Send 'Thank You' notes to expert and panelists.		Print newsletter.  Newsletter will be distributed during a school event as previously discussed by librarian/ instructor.

**Instructor**

**Librarian**

**Sessions**

**Instructor/Librarian**

## **7.2 Partner's Roles/ Profiles**

- Instructor:

The ideal partner will plan every step of the project with the librarian. Partner should ideally be creative, engaging, and have thorough knowledge of the art field. Partner should be available to meet with librarian and to help solve any unexpected issues that may arise. Instructor will be responsible for collecting and evaluating student's work.

- Expert/panelists

Experts and panelists will share their expertise with students and answer questions during discussion sessions.

## **7.3 Promotion and advocacy tools**

It may seem like a challenge for a librarian in a special library to contact potential partners for this project. The best resource is to ask colleagues from your institution, particularly those in an Education Department, to recommend art instructors that they have collaborated with in the past.

## 7.4 Measurement Guidelines

### 7.4.1 LIBRARY SKILLS RUBRIC

<b>Category</b>	<b>Beginner</b>	<b>Proficient</b>	<b>Advanced</b>
Information access	Does not have a clear idea of the sources to find information.	Can access some of the information needed.	Can access information effectively and efficiently.
Searching strategies	Does not have a clear idea of how to search for necessary information.	Can identify some of the steps required for efficient searching.	Uses clear searching strategies.
Information evaluation	Not all information comes from reliable sources.	Can critically evaluate most information sources with some exceptions	Can critically evaluate information and its sources efficiently.
Synthesizing	Idea is not an original product.	Combines information well and provides a solution that is partly original.	Combines information to create an original idea or solution.
Participation	Very little or no participation during discussions.	Participates some of the time.	Participates actively and enthusiastically in project discussions.

### LIBRARY SKILLS CHECKLIST

<b>LIBRARY SKILLS</b>	<b>Beginner</b>	<b>Proficient</b>	<b>Advanced</b>
Information access			
Searching strategies			
Information evaluation			
Synthesizing			
Participation			

## 7.4.2 WRITTEN PROJECT RUBRIC

<b>Category</b>	<b>Beginner</b>	<b>Proficient</b>	<b>Advanced</b>
Career identification	Can only identify a few basic career choices.	Can identify a relevant number of careers within the field of art	Can identify a broad range of career within the field of art.
Team work	Does not well with others. Does not share decisions or responsibilities.	Generally works well with others. Takes part in the decisions and the work.	Assumes a clear role within team and is active in making decisions and taking responsibilities.
Time frame	Some work never gets completed.	Work was ready when due.	Work was ready on time or ahead of schedule.
Participation	Very little or no participation during discussions.	Participates some of the time.	Participates actively an enthusiastically in project discussions.
Content	Report is not an original product.	Provides a product that has some original ideas.	Translates findings into an original product.
Organization	Ideas were generally fragmented. Composition did not flow from one topic to another.	Most ideas were presented in a clear manner.	Ideas presented in logical order. Composition flowed smoothly from one topic to the next.

## WRITTEN PROJECT CHECKLIST

<b>LIBRARY SKILLS</b>	<b>Beginner</b>	<b>Proficient</b>	<b>Advanced</b>
Career identification			
Team work			
Time frame			
Participation			
Content			
Organization			





Please check one:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My overall experience in this project was a positive one					
Instructor/librarian were well-prepared for this project.					
This project motivated me to learn.					
The topic for this project was interesting and relevant to me.					
Assignments and activities were stimulating.					
Directions for all assignments were clear.					
Handouts were clear and helpful.					
I would recommend visiting the museum to my friends/family.					
I am more familiar with the variety of career paths for those interested in the visual arts					
I feel more confident about where to find information about college education and career opportunities					
I plan to conduct research at my nearest library before making any decisions about my future					
I will return to the Stout Library if I have any art-related questions or concerns.					

What was the *most* useful thing you learned during this workshop?

What was the *least* useful thing you learned during this workshop?

The results of both pre- and post-tests should be scored, analyzed and tabulated. Below are sample tables where pre-test results can be easily entered for comparison (copy and paste onto a Word document):

Question 1

Name	1.Considering Art career			Discussed Interest	
	Yes	No	Why not?	Yes	No
Totals					

Questions 2 and 4

Name	2 .Familiarity with art careers			4.Plan to conduct research at library	
	Yes	No	Somewhat	Yes	No
Totals					

### Question 3

Name	Internet Yes	No	Books Yes	No	In person Yes	No
Totals						

### Question 5

Name	Open-ended questions and comments

A similar set of tables can be used to tabulate the results of the post-test:

**Question 1**

Name	1.Considering Art career			Discussed Interest	
	Yes	No	Why not?	Yes	No
Totals					

**Questions 2 and 4**

Name	2 .Familiarity with art careers			4.Plan to conduct research at library	
	Yes	No	Somewhat	Yes	No
Totals					

**Question 3**

Name	Internet		Books		Personal contacts	
	Yes	No	Yes	No	Yes	No
Totals						

Data for the customer satisfaction portion of the post-test can be tabulated in a table such as the following. Enter the number of responses for each question:

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DIS- AGREE	STRONGLY DISAGREE	N/a
1. My overall experience was a positive one						
2. Instructor/librarian were well Prepared						
3. Instructor/librarian motivated me to learn						
4. Topic was interesting and relevant						
5. Assignments were stimulating						
6. Directions for assignments were clear						
7. Handouts were clear and helpful						
8. Librarian was approachable						
9. I would recommend visiting the museum to friends/family						
10. I will return to the ___ library if I have any further career-related questions						
Totals						

As results are obtained they should be communicated to all interested parties. It is important for the library to keep track of the number of users as this may be considered for institutional statistics. It is also important for the institution to provide a customer service report.

Comparing the results of pre- and post-tests can indicate measurements for attitudes of the participants with respect to using libraries and searching for information, as well as knowledge of art-career options. The questions and comments sections from both pre- and post-test can be an important tool to support the evidence in reports to foundations or organizations. Comments can also be used to improve future workshops as changes can be made according to participants' needs or concerns.

## **7.5 Project Resources and Budget**

### **Facilities:**

School classroom (in kind)

Library space(in kind)

Museum galleries (free of charge—although some museums may charge a fee for groups)

### **Equipment:**

Power point equipment (in kind)

Pencils, folders, and other supplies (\$90)

### **Other costs:**

Outside printing services (\$550)

Transportation (\$100)

Photocopies for handouts (\$100)

Refreshments (\$130)

### **Credits**

Clipart images obtained from [www.Discoveryschool.com](http://www.Discoveryschool.com). Clip art licensed from the Clip Art Gallery on DiscoverySchool.com.