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Indiana University 2012
What is a QR Code?

Implementation at Indiana University’s Fine Arts Library

Figure 1. Aggregate Scans from all Fine Arts Library QR Codes from courses and in the library. Past 90 Days. March 24, 2012. From myQR.co
Project Summary

The Fine Arts Library on the Indiana University-Bloomington has begun implementing QR codes in the stacks and as a way to relay resource information to students in the classroom. A stronger relationship between librarians and professors may be possible with the implementation of these simple codes in the stacks and classroom syllabi.

The Fine Arts Library has introduced the QR code to its patrons and students of the fine arts and art history programs in four disparate manners including: a QR code placed on the Fine Arts Library website homepage, codes placed on the Library of Congress Classification signs in the stacks, a code placed on the new books sign linked to a LibraryThing cloud listing the 200 most recently acquired titles, and the main project was the implementation of QR codes onto course syllabi. The codes on the syllabi are then linked to personalized course webpages created in conjunction with the professor.

Figure 2. Sample Syllabus from Spring 2012 with QR codes.
Findings

Fall 2011

Six course webpages were created for five professors (four art history, one fine arts) and these included: Classical Art and Archaeology, Senior Seminar on Historiography, Russian Art, Introduction to Art History and Visual Culture for Non-Majors, Religion in Literature, Music, Art & Performance: Monks, Nuns and Medieval Art, and Three-Dimensional Design.

I met with each of the professors to explain my goals with this project, the layout and content of the course sites, and the basic how-tos of a QR code. Each professor that participated in the first semester was given a document with three options of QR code designs to place on their syllabus.

Three of the six fall 2011 courses were used somewhat regularly and averaged about three scans per week. The Three-Dimensional Design course saw more sporadic spikes in scans/use likely due to the number of students spread across different sections taught by graduate students and the professor.

Students continue to use fall 2011 course pages and MacDonald believes that as more pages are created, and more students are aware of the resource, the more it will draw attention and use by students pursuing research assistance related to specific courses. During the first week of March 2012 all six active fall 2011 sites had been accessed nine times. These sources may not return a high number of uses following the fall semester, but the continued use suggests that these resources remain useful.

Spring 2012

Three courses were made for the spring semester: Introduction to Art History and Visual Culture for Non-Majors, Illuminated Manuscripts in the Middle Ages: Form, Function, and Audience, and Contemporary Art: 1960s to Present. The QR code was introduced to the students this semester either by use on the syllabus or via handouts.

The Contemporary Art class was introduced to the course page during an introductory class where the site’s importance was stressed. During the first week after its introduction, the course site had been accessed 55 times.

The students have proven to use the code and the corresponding resources webpages more often when deadlines for assignments approach. The week before assignment deadlines, the Contemporary Art course was accessed 29 times and the Introduction to Art History course saw a spike of 10 scans.

Conclusions

These resources will be utilized by the students most often when the professors directly announce the resource in class and introduce the students to the material. Evidence has shown that the more detailed the introduction to the resource is, the more often the resources page will be used by the patrons.