A Sample Curriculum

A brief look at visual image evaluation in information literacy sessions, including image quality, context, source, and copyright.
We must convince students, faculty, and administrators that visual information is on par with textual information. Without that buy-in, it is difficult to argue for blending of these literacies.
Image Quality

• Patrons need to learn about differences in image quality.
  – Resolution
  – Fidelity to original image, if reproduced
• Determining the quality of image needed
• Knowing where to find quality images
Image Alteration

• Patrons need to learn about how an image can be altered, intentionally or unintentionally, and the effects this may have on their research.
  – Photoshop effects
  – Quality of viewer’s screen
  – Differences in one photo of an event versus another
Copyright and Citation

• Patrons need to be able to cite images as effectively as they can cite articles or books.
• Because of this, patrons must be able to find image metadata.
• Do you know how to cite an image?
Image Resources

• Patrons need to know when which resource is appropriate.
  – Online image search
  – Electronic databases
  – CD-ROM compilations
  – Online collections
  – Image books
When Good Images Go Bad

- Patrons need to know what to look for to be able to tell if visual information is bad.
  - Problems finding metadata?
  - Image not authentic?
  - Authentic, but not the image expected?
  - Presentation somehow biased or problematic?
Ideas to Increase Buy-In

• Collaborate with librarians or teaching faculty in mass communication, art, etc., to provide “expert” support for VL importance.

• Highlight to administrators & supervisors the similarities and areas of overlap between different literacies.

• Query patrons on how much visual information they use – online, in papers, etc.
Single Session Component

• Intro: discuss context, ubiquity of images
  – Highlight *image as information*

• Locating images
  – Web search, databases, books, image repositories, CD-ROMs

• Image quality
  – File types, source, issues with reproduction

• Citing images
  – Formats, copyright, importance of citing
3 Day IL/VL Curriculum

• Day 1: Information, Selection and Growth
  – Demonstration of flow of information
  – Boolean searching, advanced searching
  – Information/image quality: high vs. low

• Day 2: Finding Information
  – Library catalog, article database, image database, online resources
  – Evaluating both sources and resources

• Day 3: Using Information
  – Tools for managing information (RefWorks, etc.)
  – Citation formats, justification for citation
  – Copyright, fair use

This outline appears little different from a standard library instruction curriculum. Why not? The methods of searching for each kind of information are similar, barring differences in a few search fields, logical bases, etc. While a patron asks somewhat different questions while searching for different types of information, the process is similar for each.
For greater effectiveness, collaborate.

The expertise of two or more librarians, each with experience in different types of literacy, will help spur innovative ideas for library instruction.

A two-front appeal to supervisors and administrators may be easier than trying to make a case for incorporating elements of diverse literacies into library instruction.
Image Captions

1. Henry Ossawa Tanner, *The Banjo Lesson*, 1893, from the Artchive
2. Text image from the University of Vermont’s *Ovid Project*; Eugene Delacroix’s *Ovid Among the Scythians*, from www.ibiblio.org.
6. Artstor; www.vub.ac.be.
7. www.georgetown.edu