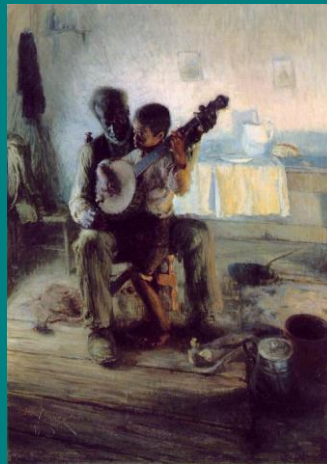


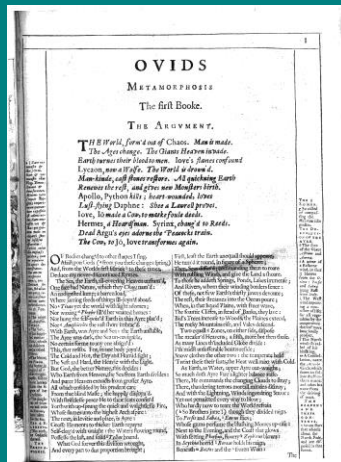
A Sample Curriculum

A brief look at visual image evaluation in information literacy sessions, including image quality, context, source, and copyright.



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Visual Information



- 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



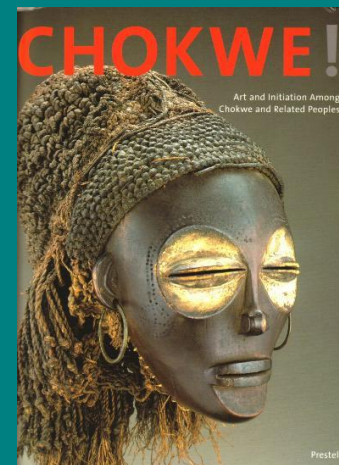
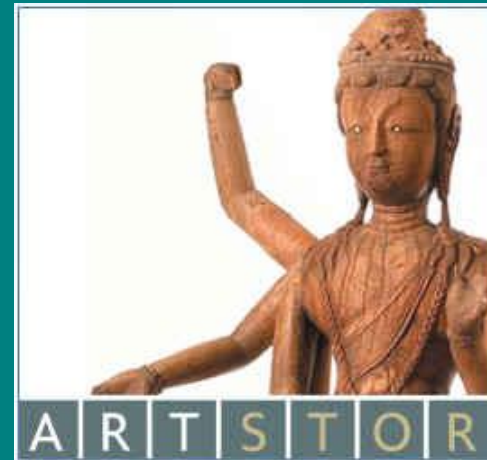
Copyright and Citation

- 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.

Working Together

- 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.
3. Van Gogh's *Starry Night*, from en.easyart.com, www.puzzlehouse.com, commons.wikimedia.org.
4. www.Reminiscingvisions.com, www.spartacus.schoolnet.co.uk, www.feedbus.com
5. Mark Rothko, *Red, Orange, Tan, and Purple*, 1954, from abstract-art.com
6. Artstor; www.vub.ac.be.
7. www.georgetown.edu