

Adventures in Seeing: Critical Engagement with Images

Implementing Visual Literacy Standards & Guidelines
@ Lewis & Clark

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“Viewing... is a process of searching out and understanding a particular logic and structure, and discerning whatever it is that makes [an object] unique.”

– Adrian Piper, “Performance and the Fetishism of the Art Object,” *Vanguard 10* (December 1981/January 1982), 16-19.

Information Literacy & Visual Literacy @ Lewis & Clark College

Watzek Library "Decade in Review" Report, March 2010

- Research & Instruction Services, focus on IL
- Visual Resources Center, VL & VR

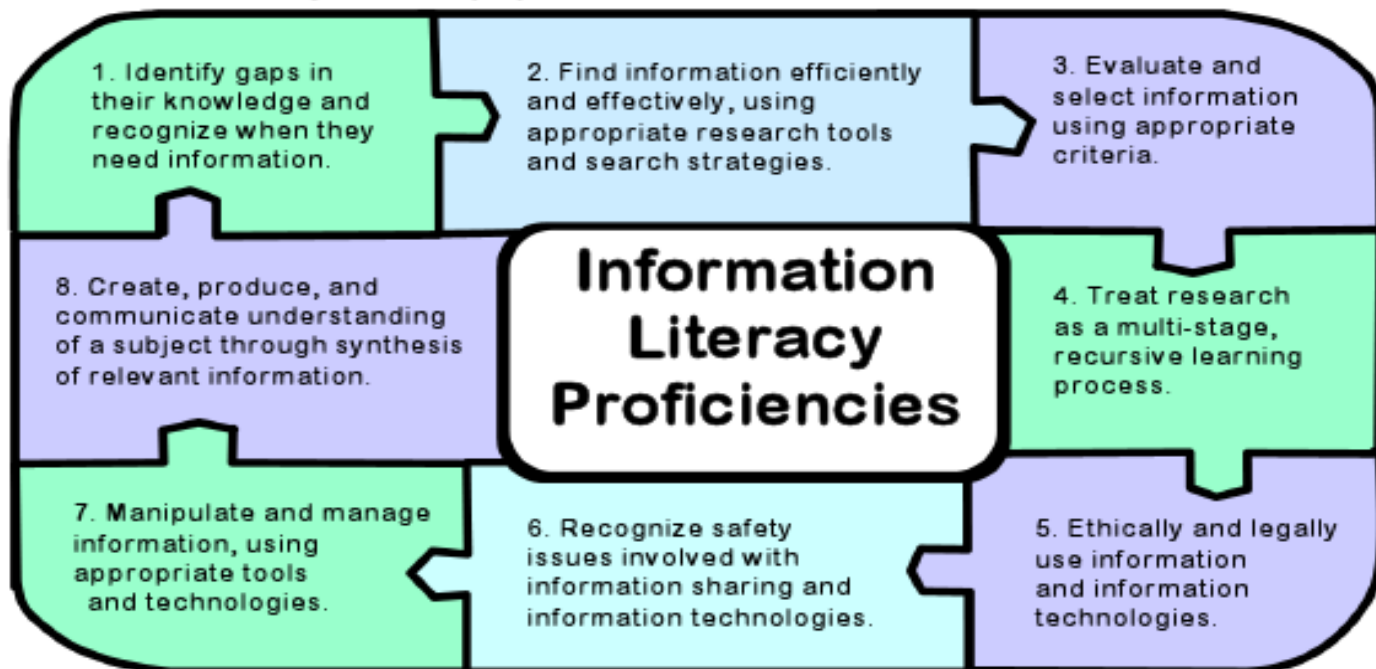
Memo from the Library Director to Research Services re: Information Literacy @ Lewis & Clark, May 2011

Watzek Agenda, 2011-2012 (Oct. 2011)

Information Literacy: The Lewis & Clark Perspective (Nov. 2011)

Instruction Team formation & implementation of assessment and outcome goals

College students who are ready to begin upper-level coursework:



Being proficient means that you:

1

- Read and analyze assignments and class instructions.
- Determine the nature and extent of information needed.
- Confer with instructors, librarians, and others to focus and refine a research topic.
- Frame appropriate research questions and develop a manageable thesis statement.

4

- Understand that information searching requires motivation, perseverance, and practice, and that skills are developed over time.
- Identify gaps in the information retrieved and modify or revise their topic or thesis and/or develop new search strategies.
- Formulate a realistic overall plan and timeline to acquire the needed information.

5

- Cite items or ideas used and does not represent work attributable to others as his/her own, and does not distort the author's intended meaning.

Instruction @ Lewis & Clark

2 Workshops @ The Faculty Technology Institute, May 2011 and May 2012: Focus on Teaching Track: "Do you see what I see? Helping Students Critically Engage with Images"

E&D Faculty Workshop, Watzek Library: With Instruction Services Coordinator, Kate Rubick, & Faculty Outreach Librarian, Dan Kelley (Dec 2011)

FTI activity on VL adapted for upper-level course, "Gender & Aesthetic Expression"(March & April 2012)

Series of workshops, sessions, and consultations on integrating images into research, pedagogy, and publication practices



Activity #1: Look at this picture for a full minute. Jot down your first impressions to the following questions.

What do you see?

What do you think is happening?

Name everything you see in the image, then look again and name the underlying emotion, communications, contexts.

Write a brief narrative caption based on these impressions.



Activity #2: Compare your initial impressions to the caption below:

1976 Pulitzer, Spot News.
Boston Fire, photographed by Stanley J. Forman. July 22, 1975, Boston, MA. Nikon f/8 at 1/250 second, 135 mm lens, Kodak Tri-X film.

Discussion: How does this change your impression of the photo? Do you see anything that you initially did not?



Activity #3: Further context:
Photographer Foreman remembers “a roaring, roaring inferno... heavy smoke. Heavy fire. It was like a firestorm.”

Foreman ran to the back of the building. “Then I spotted them. A woman, a child and they’re standing there on the fire escape, 10 feet from the fire itself. And they’re looking for help.... All of a sudden, boom! It just crashes. Everything is falling and I’m thinking, ‘Just keep shooting.’... Then a bell went off in my head. I didn’t want to see them hit.” Foreman turned away. The 19-year-old woman died. Her 3-year-old niece survived.

Discussion & Brainstorm

- How did your opinion or reaction of the photograph change as context was added? What, if anything, about the added context would lead to further investigation (of the image, other resources, etc.)?
- How does evaluating an image compare or contrast with evaluating a text?
- What sort of context or information might you need in order to make an argument with an image?





Discussion & Brainstorm

- Brainstorm: The CRAAP Analysis

Currency

Relevance

Authority

Accuracy

Purpose

* Not just for IL

Ongoing & iterative development

VL in day-to-day work

- Consultations with students, faculty, and staff
- @ the Reference Desk
- Meetings with the Research Services Dept.
- Meetings with the Instruction Team

VL within Depts on campus: VL in different disciplines, different divisions, across skill levels

VL integration into projects with Librarians and IT Client Services @ Lewis & Clark

Addressing the question: VL with IL

- How do they work together?
- How are they different?

Beyond Images: Remix Culture



<http://www.youtube.com/watch?v=JImcvtJzIK8>

Next steps

Outreach

Faculty development workshops/consultations

Assessment

Digital literacy as explored with IT and as it relates to VL (FTI 2013 and beyond), especially as the library community drafts standards and guidelines

Continued work with Instruction Team on IL initiatives, and Art Dept. as an “advanced skill level case study”

Acknowledgments, Credits & Further Reading

Lewis & Clark College

Mark Dahl, Director, Aubrey R. Watzek Library

Kate Rubick, Instruction Services Librarian

Miranda Carney-Morris, IT Consultant and Planner-Extraordinaire of the FTI

Dan Kelley, Faculty Outreach Librarian

IT Client Services

Images for VL Exercises:

Boston Fire, photographed by Stanley J. Forman. Spot News, July 22, 1975, Boston, MA. © Stanley J. Forman reproduced with permission in *Capture The Moment: The Pulitzer Prize Photographs, Updated Edition*, eds. Cyma Rubin and Eric Newton, Newseum Exh. cat. (2003: W.W. Norton), pp. 94-95.

Edward Hopper, *Office in a Small City* (1953). Oil on canvas, 71.1 x 101.6 cm. The Metropolitan Museum of Art

Edward Hopper, *Automat* (1927). Oil on canvas, 28 1/8 x 36 in. Larry Qualls Archive.

Chart - Information Literacy Proficiencies:

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<http://lemonskey.files.wordpress.com/2008/11/ilproficienciesposter.pdf>

YouTube Remixed Video

"Where Has the Rum Gone?"-Remix, by DaJuggling Fool: <http://www.youtube.com/watch?v=JImcvtJzIK8>

Further Reading:

ACRL Visual Literacy Competency Standards & Guidelines:

(History of development)

(Actual Standards & Guidelines):

Remix Culture:

Lawrence Lessig, Blog:

Lawrence Lessig on TED Talks:

<http://acrlvislitstandards.wordpress.com/>

<http://www.ala.org/acrl/standards/visualliteracy>

<http://www.lessig.org/blog/>

http://www.ted.com/speakers/larry_lessig.html