

IRIG Forum

ACRL Visual Literacy Standards Task Force Report

By Millie Fullmer and Stephanie Beene



The Task Force:

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Agenda

The Task Force's progress so far (with more info' in the next slides):

- The formation of a wordpress website
- Two drafts of the new Visual Literacy Standards aligned with the Framework
 - How the group has organized its work across different platforms and through various communication strategies (e.g., Trello, Zoom, Google Drive)
 - Conceptual underpinnings between the two drafts which have continued to inform our research, and which is guiding our next steps (We are calling these Tricky Concepts).
- A Zotero bibliography of over 400 sources from which the Task Force has drawn concepts, literature reviews, and inspiration for crosswalking between the standards and the framework
- A preliminary glossary of updated terms drawing from a literature review, as well as a preliminary introduction to the revised and updated work
- And.... Future strategic planning and work for the Task Force

Introduction

The Board for the Association for College and Research Libraries (ACRL), in coordination with the Image Resources Interest Group (IRIG) convened the Visual Literacy Task Force in February 2018, to update the original 2011 [*ACRL Visual Literacy Competency Standards for Higher Education*](#) and align them with the 2016 [*ACRL Framework for Information Literacy for Higher Education*](#). Since that time, the Visual Literacy Task Force has been busy.

<https://acrvisualiteracystandards2018.wordpress.com/>

ACRL Visual Literacy Standards 2018

ABOUT

NEWS

RESOURCES

FEEDBACK



Select portions of drafts

Vis Lit Standards 3:4b. *Seeks expert and scholarly opinion about images, including information and analysis found in reference sources and scholarly publications*

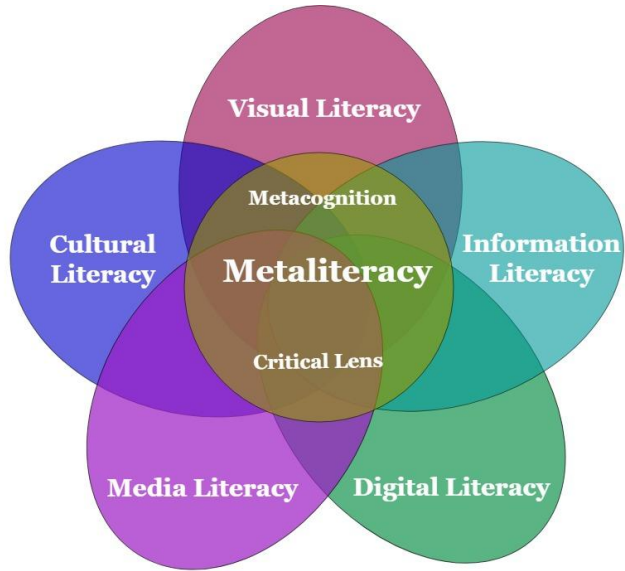
Framework: question traditional notions of granting authority and recognize the value of diverse ideas and worldviews

- SARA'S VERSION 1: Recognize ways in which certain creators and interpretations are privileged through access to technology and differences in cultural, design, and scholarly practices
 - Google comment: KATIE: Should something be added to this about critically evaluating how authority is granted/upheld/understood in these contexts?
- SARA'S VERSION 2: DISPOSITION “question ways in which certain creators and interpretations are privileged through access to technology and differences in cultural, design, and scholarly practices”
 - ADDED “evaluate the ways authority is granted and perpetuated in social systems throughout the process of production, dissemination, and consumption of visual materials.”

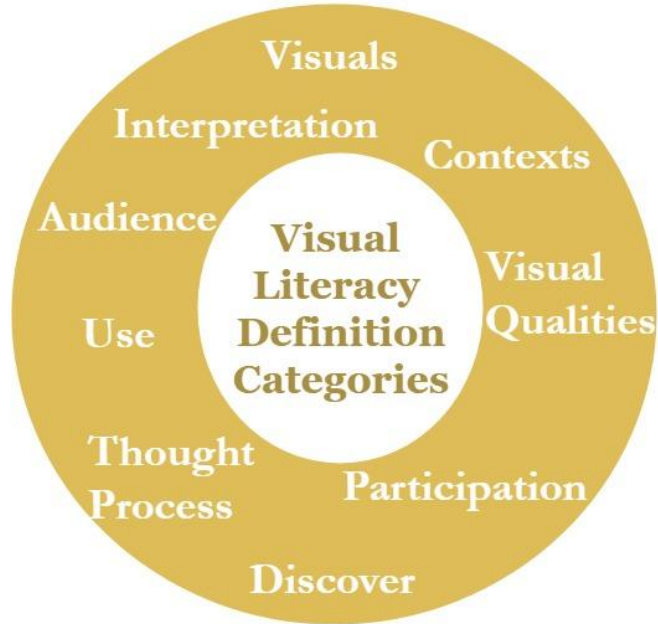
Zotero Bibliography

- Linked from the wordpress site under a Select Bibliography, also available at: https://www.zotero.org/groups/2264485/acrl_visual_literacy_taskforce/items
- 439 items, spanning from 1970 to 2019
- In the following categories and folders:
 - Visual Literacy and Critical Visual Literacy (176 items)
 - Metaliteracies and Disciplinary Applications of Information Literacy (105 items)
 - Futures Thinking (54 items)
 - ACRL Framework for Information Literacy for Higher Education and Threshold Concepts (35 items)
 - Critical Information Literacy and Critical Pedagogy (35 items)
 - Information Literacy (Pre-Framework + Project Information Literacy) (22 items)
 - Crosswalks/Competencies using both Visual Literacy and Information Literacy/Framework (and/or other Standards) (14 items)

Glossary



Literacies Landscape by Sara Schumacher
created in draw.io



Visual Literacy Definition Categories by Sara Schumacher
created in draw.io

Communication Strategies

The screenshot shows a Miro board titled "VIS LIT TF" with five columns of communication strategies. Each column has a title and several bullet points. The columns are:

- Information Creation as a...**
 - entifies different image and media types and materials (paintings, prints, photographs, born-digital images, etc.)
 - investigates the scope, extent, and potential usefulness of image sources and methods (e.g., digital, print, image databases, open web, or articles, repositories, etc.)
 - reads captions, metadata, and accompanying text to learn more about an image
 - identifies techniques, methods, or materials used in the production of an image
- Information Has Value**
 - intellectual property rights as an image creator
 - 7.1d. Identifies issues of privacy, ethics, and safety involved with creating, using, and sharing images
 - 7.2b. Tracks copyright and use restrictions when images are reproduced, altered, converted to different formats, or disseminated to new contexts
 - 7.3b. Includes source information in citations and credit statements so visual materials can be reliably found and accessed by other scholars and researchers
 - 5.3a. Experiments with different ways of integrating images into academic work
- Research as Inquiry**
 - gender, ethnicity, and other cultural or social identifiers in images
 - 3.2f. Investigates how the audience, context, and interpretation of an image may have changed over time
 - 3.4b. Seeks expert and scholarly opinion about images, including information and analysis found in reference sources and scholarly publications
 - 3.4c. Informs analysis with discipline-specific perspectives and approaches
 - 4.1a. Evaluates how effectively an image achieves a specific purpose
 - 4.1b. Assesses the appropriateness and impact of the visual message
- Scholarship as Conversation**
 - 1.1e. Identifies discipline-specific conventions for image use
 - 2.1b. Articulates the advantages and disadvantages of various types of image sources and retrieval systems
 - 5.4b. Presents images effectively, considering meaning, aesthetic criteria, visual impact, rhetorical impact, and audience
 - 2.2b. Recognizes the role of textual information in providing access to image content, and identifies types of textual information and metadata typically associated with images (e.g., captions or other descriptions, personal or user-generated tags, creator information, repository names, title keywords, descriptions of visual content)
- Searching as Strategic Exploration**
 - 1.1d. Identifies key concepts that describe the image
 - 2.2a. Develops a search strategy appropriate to the image aligned with available resources
 - 2.2e. Uses images to find information through exploratory linking, visual search engines, and social media
 - 2.2f. Performs image search research concurrently, informing the other in a resource-gathering process
 - 2.2c. Recognizes that information is often organized differently than text-based information



Conceptual Underpinnings/tricky concepts

- Terminology challenges
- Aligning and extending the 2011 Standards to the 2016 Framework in a more objective way, rather than subjective
- Reaching out to disciplines external to art and design librarianship
- Drawing from both conceptual and empirical research to engage critical visual literacies, being fluent in both as the Standards are empirical and great for assessment and the Framework is flexible, fluid, and more conceptual.

Future strategies

Includes reaching out to stakeholder groups (e.g., the International Visual Literacy Association, the Visual Resources Association, the Art Libraries Society of North America and the UK/Ireland), conducting and continuing empirical research, and pursuing outreach and advocacy opportunities, such as presentations and workshops at relevant conferences.



Photo by [Patrick Perkins](#) on [Unsplash](#)

Thank you!

Questions?