Welcome!

Please introduce yourself in the chat by sharing:

- Your name
- Where you work or what kind of job you’re looking for!
- Your pronouns
- The Indigenous land on which you reside

This map shows you what Indigenous land you’re living on: https://native-land.ca. You can search for your state, city, or institution!

We’ll get started very shortly!
Reimagining Critical Visual Literacy in Higher Education

ARLIS/NA 2020 Virtual Conference
July 29, 2020

Stephanie Beene
Maggie Murphy
Dana Statton Thompson
Mary Wegmann
Thanks to our moderator, Stephanie Beene!

Introductions

- Mary Wegmann
  mary.wegmann@sonoma.edu
- Dana Statton Thompson
  dthompson29@murraystate.edu
- Maggie Murphy
  mmurphy@uncg.edu
VLTF History & Charge

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.
Visual Literacy Task Force Members

★ Millicent Fullmer (co-chair), University of San Diego
★ Tiffany Saulter (co-chair), Deque Systems, Inc.
★ Stephanie Beene, University of New Mexico

★ Katie Greer, Oakland University
★ Maggie Murphy, UNC Greensboro
★ Sara Schumacher, Texas Tech University
★ Dana Statton Thompson, Murray State University
★ Mary Wegmann, Sonoma State University
Recap of Past Progress

- Gathered input/feedback through our website: http://acrlvltf.org/feedback
- Presented to stakeholders at various conferences and virtual events
- Completed two internal drafts
The Need for Empirical Research

Technology  Social Justice  Definition Problem
Methodology: Email Interview

- What visual literacy skills and competencies do you consider necessary for success in your discipline?
- What do you consider to be the unique visual literacy concern(s) or challenge(s) for students or audiences in your area of expertise?
- Is assessing the visual literacy competencies of others part of your work?
- What do you consider to be the most pressing concern(s) (e.g. credibility, diversity, equity, inclusion, manipulation, technology, and/or trust) surrounding images and/or visual media today? Please explain your reasoning.
- How do you see new technologies (such as augmented reality, deep fakes, etc.) affecting our understanding of visual literacy?
- What challenges and opportunities do you see for the field of visual literacy moving into the 21st-century?
## Participant information

39% final response rate

<table>
<thead>
<tr>
<th>Step</th>
<th>Participants</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invited to participate in study</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Agreed to participate &amp; received interview</td>
<td>65</td>
<td>57%</td>
</tr>
<tr>
<td>Returned initial interview</td>
<td>62</td>
<td>54%</td>
</tr>
<tr>
<td>Returned follow-up questions with responses</td>
<td>44</td>
<td>39%</td>
</tr>
</tbody>
</table>
“What is the value of the future?”
The 3 Phases of a Futures Literacy Process


**Awareness**
Change happens over time, and we are situated in moments in time.

**Choice**
Build our awareness and insights to act strategically today, in line with the values we prefer.

**Rigorous Imagining**
What is possible, what is probable, and what is preferable?
Time for discussion!

- You will be put into a Zoom “breakout room” with other attendees for ~10 minutes.

- Quickly choose someone to be the notetaker/reporter for your group.

- Discuss the prompt and have the notetaker report on your group’s ideas in the Google Form.

- Submit the form when you get the automated one minute countdown from Zoom!
How do you see yourself putting a Framework companion document for visual literacy into action?

Construct a scenario in which you would engage with a VL companion document from your own present context, or an imagined future context. What does your professional role look like in this scenario? Describe how, and why, you might use the companion document. We have some sample scenarios, or you can use your own!
Sample Scenarios (for brainstorming):

- Developing a curriculum map for a liaison area
- Writing student learning outcomes for lessons or interactive learning objects
- Working with a studio art course to curate a pop-up or digital exhibit from materials in your special collections or archives
- Hosting a zine-making workshop for non-arts majors
- Constructing rights policies around potential use cases for your visual resources collection
Use this Google Form:

go.uncg.edu/arlis2020
How can we write a Framework companion document for visual literacy that has longevity?

Share your thoughts about how we can create a document that you could use not just now, but over the next decade. Think about the future of your role and our profession. What changes and challenges do we face? What trends or shifts should we anticipate? How can this document stay relevant and useful?
Next Steps & Timeline

**Fall 2020**
Complete our empirical research study (qualitative coding & text analysis).

**Fall/Winter 2020**
Recruit an advisory board.

**Winter/Spring 2021**
Finish companion document draft based on research and feedback.

**Spring 2021**
Submit to IRIG (and hopefully present at ACRL).
Thank You and Q&A

- Stephanie Beene
  sbeene@unm.edu
- Mary Wegmann
  mary.wegmann@sonoma.edu
- Dana Statton Thompson
  dthompson29@murraystate.edu
- Maggie Murphy
  mmurphy@uncg.edu

VLFT website:
www.acrlvltf.org
References

- Herger, M. (2018, January 10). All the futures (Yes, there is more than one). [Image]. https://foresightmindset.com/2018/01/10/all-the-futures-yes-there-is-more-than-one/

Thanks!

Do you have any questions?
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