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!

Reimagining Critical Visual Literacy in Higher Education

Stephanie Beene
Maggie Murphy
Dana Statton Thompson
Mary Wegmann

ARLIS/NA 2020 Virtual Conference

July 29, 2020

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.

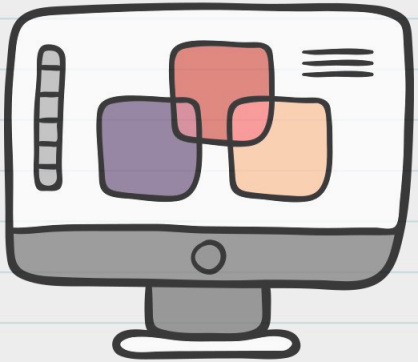
Visual Literacy Task Force Members

- **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

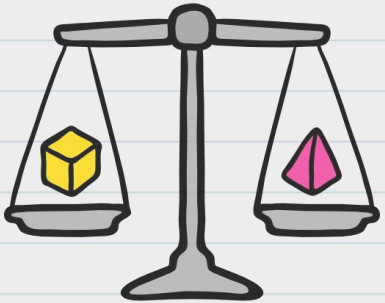
Recap of Past Progress

- Gathered input/feedback through our website: http://acrlvltf.org/feedback
- Presented to stakeholders at various conferences and virtual events
- Updated bibliography (public to view on Zotero): http://bit.ly/vltfbib
- Completed two internal drafts

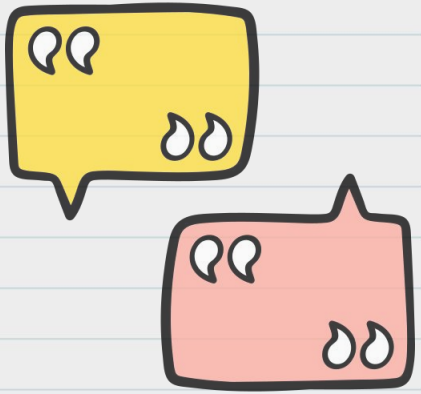
The Need for Empirical Research



Technology



Social Justice



Definition Problem

Methodology: Email Interview

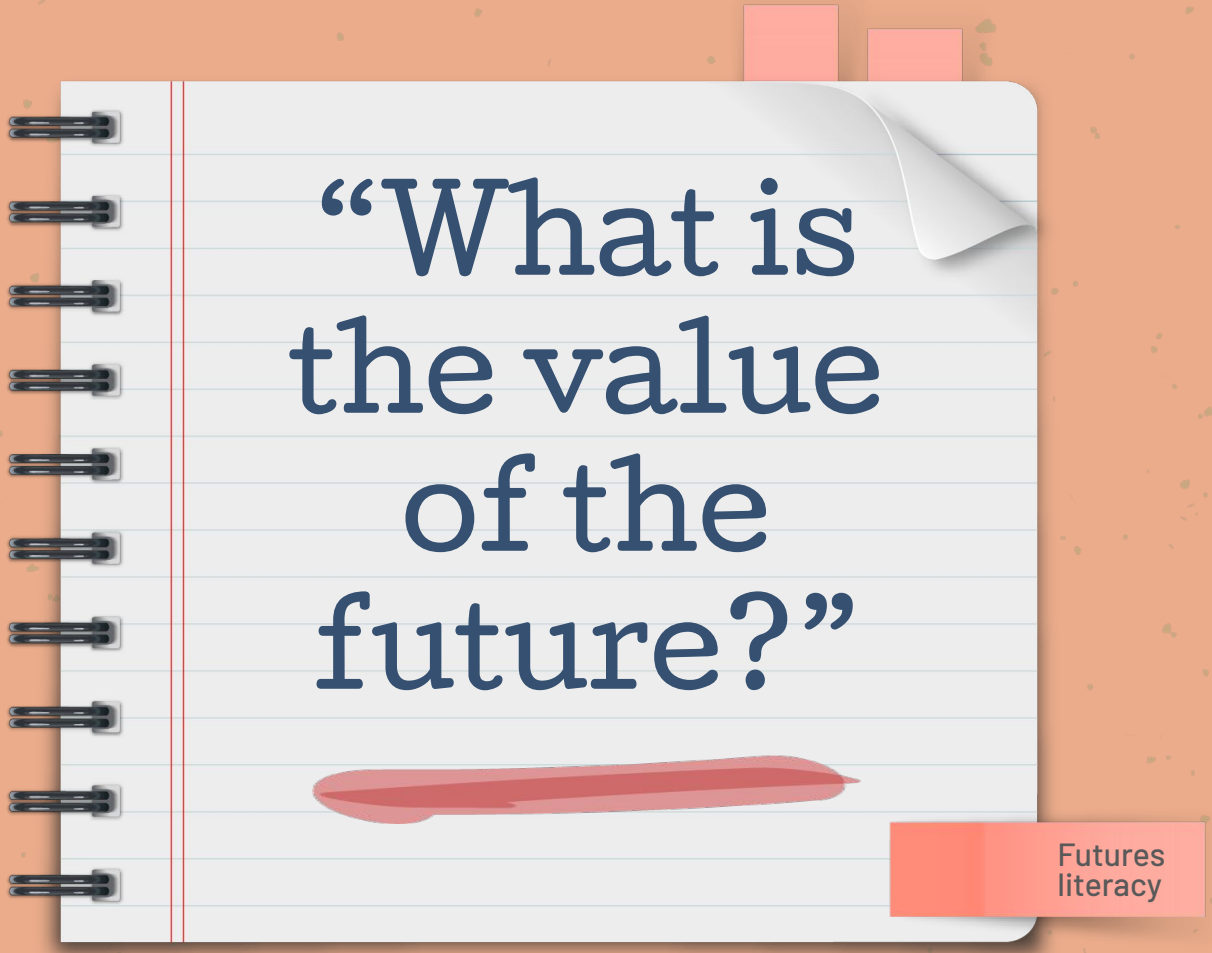
- What visual literacy skills and competencies do you consider necessary for success in your discipline?
- What do you consider to be the unique visual literacy concern(s) or challenge(s) for students or audiences in your area of expertise?
- Is assessing the visual literacy competencies of others part 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?

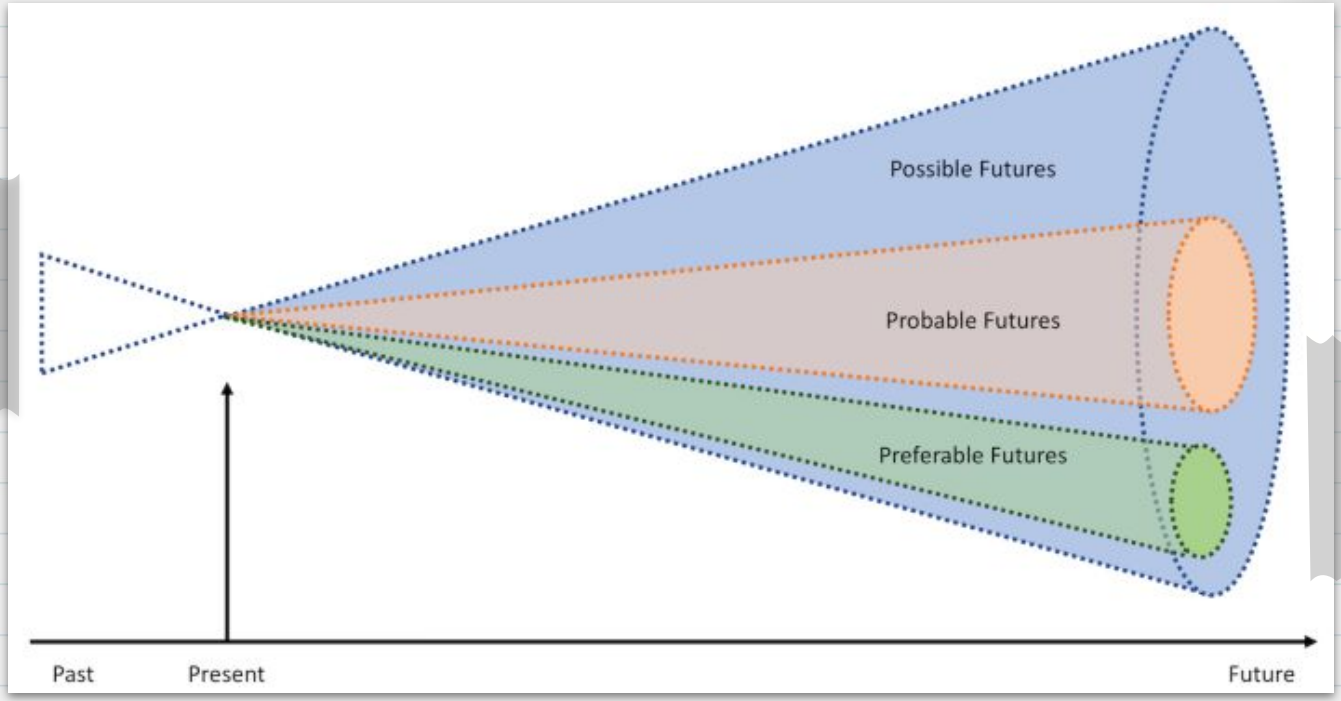
Excerpt of questionnaire

Participant information

39% final response rate

Invited to participate in study	114	
Agreed to participate & received interview	65	57% response rate
Returned initial interview	62	54% response rate
Returned follow-up questions with responses	44	39% response rate


“What is the value of the future?”
Futures literacy


Possible Futures
Probable Futures
Preferable Futures
Past
Present
Future

The 3 Phases of a Futures Literacy Process

Miller, R. (2007). Futures literacy: A hybrid strategic scenario method.

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 but 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?

Discussion Prompt #1

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?

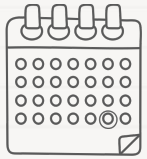
Discussion Prompt #2

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?

Use this URL for Prompt #2:

go.uncg.edu/arlis2020B

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/
- Miller, R. (2007). Futures literacy: A hybrid strategic scenario method. *Futures*, *39*(4), 341-62. https://doi.org/10.1016/j.futures.2006.12.001

Thanks!

Do you have any questions?
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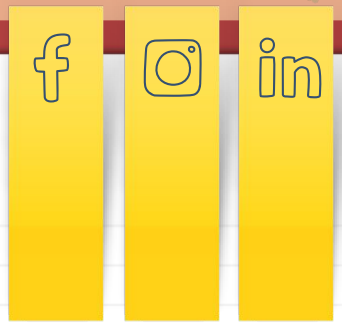

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