

## Prompt #2 - ARLIS/NA Presentation Discussion

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Continue to solicit feedback from the group. Have a mechanism to allow for simple updates/additions to be made to the framework. It's possible that in the next 10 years there may be drastic changes in the way images are shared and collected online. How do we keep up with quick changes. Include information about when the document was last updated and who was involved with the updating. Don't forget about faculty!

Some members remember the document from ~2007 and liked how it was separated into different levels of researchers. Would love a document that addresses emergency remote teaching. Needs to incorporate issues of social justice and anti-oppressive tactics. Trauma-informed instruction for teaching in difficult situations. Could include example scenarios for teaching, lesson plans. Intersection of visual and information literacy, the way that we consume information about things on the internet. Visual, digital and information literacy...how they intersect each day even in our personal lives, but also in our teaching lives. Memes, one example, how to dissect something and make it make sense rather than taking it at face value. General, but also specific information - scenarios would be helpful since they are specific. There is a trend to move away from subject expertise and to become info lit experts, but there is specific curricula within subjects and specific literacies needed in each. Visual literacy is different for art than it might be for another discipline. Visual literacy also needs to engage with the shifting landscape of copyright and intellectual property as well. Include ALL members of ARLIS, not just U.S. Situations are different, rules are different.

Will it need to be a living document that is continuously updated - esp as technology changes quickly. Can it be technology agnostic, when sufficiently abstract concepts that can apply to any technology? Think about abstract concepts vs concrete standards, how to approach. For example the framework concepts are more technology agnostic than the old standards, but require you to reverse engineer learning objectives that bridge current technology and the concept. Some would prefer also having more concrete learning objectives that are more directly applicable, is more directly applicable to work, but needs to be updated more often. hybrid of the conceptual and the applied. Acknowledge life-long learning and affect people we are working on.

Something that is dynamic and participatory; something more conceptual and open-ended in the style of the IL framework. Leaves room for dynamism at the local level or to evolving interpretation.

The biggest challenges are relevance and timeliness. There needs to be some ability to assess the Framework and the companion document so that it can be adjusted as appropriate. In addition, more integration across academic disciplines is critical so that visual literacy can be incorporated across all subject areas and include Digital Humanities initiatives.

User generated Content. Online vs. in person sessions and what might be needed. Will this be more targeted or open ended? Framework good for conversations with people, but still turn to competencies. Perhaps there will be more opportunity to create content with/for faculty that can be embedded in courses with the shift to Online. More interdisciplinary work going forward. Toolkit of assignments, lesson plans, how to curriculum map, learning outcomes and such would be most helpful to people right now.

The Info Lit framework works because it is relatively abstract, it benefits us to be more conceptual because we can't conceive of what things will look like 10 years. When you're too specific, things become visibly outdated. Will copyright code be revisited? We operate with existing standards that may or may not last. Creation methods, ethics are big problems today and will be in the future. Copyright and attribution are apt to change!

We talked about the need in all our roles to stay really on top of rapid shifts in what schools are doing, changes in curricula and language especially relating to recent issues (public health, social justice) make it necessary to have a living, working document reviewed and updated regularly

In the future the companion document will speak to the need for a more succinct, measurable benchmark. This is especially helpful in the online hybrid classroom.

Technology changes ... importance/difference in seeing things in person. Media literacy, digital literacy... Visual literacy should encompass not just images but the modern context in which we consume ads/video/media. "Visual information" seems like a good term. Something that locks in with the Framework, doesn't necessarily introduce NEW frames but works with our existing understanding of frames. Global vs local concerns - how do we teach about cross-cultural imagery/media and how it's perceived? VL is interdisciplinary, more collaborations with non-arts-focused disciplines (e.g. scientific imaging, visualization/communications, journalism, etc)

Digital divide will continue into the future. As new technology is developed, it continues to require higher processing speed and data throughput. So internet access and computers that were sufficient with previous technology will no longer be sufficient. All this is to say, the Framework will need to offer degrees of applications that can be accomplished on whatever technology the student/user has access to.