Ms. Beatty introduced her presentation by emphasizing the importance that teaching practices play in assisting the student in sorting information, which is a vital first step in information literacy. She examined the types of learners encountered in an academic art library setting and the approaches needed to bring about visual literacy, which involve understanding such cognitive theories as the Dual Coding Theory and the Multimedia Theory. Which approach is better to promote visual literacy? The Dual Coding Theory supposes that verbal and image processors activate in different parts of the brain vs. the Multimedia Theory that posits that learners can organize chunked information. Visualization and other sensory experiences are important for visual literacy, using the nonverbal, picture-generating part of the mind. Since sometimes meaning changes and is more complicated than what we actually see, the cultural context needs to be considered. Information should be presented in an ethical, sensitive way, which can be referred to as Intercultural literacy. Intercultural visual literacy allows for a more inclusive array of meanings. Thus, initiatives in visual literacy should be inclusive, tie the visual to the verbal and promote active learning, incorporating multimedia approaches.

Rina Vecchiola, the second speaker, collaborates with faculty to create information literacy instruction, specifically, Integrated Information Literacy, which is an integral part of architectural history classes in general, and the Washington University program in particular. The ARLIS-derived competencies serve as a foundation on which to build an information literacy program that is aligned with the faculty members’ curricular goals and teaching methods and are filtered through the unique parameters of the subject. She involves the faculty beginning with an in-person meeting, presenting polls of students as well as pretests to determine students’ familiarity with the Avery Index. Information literacy concepts are inserted into the curriculum, and the competencies are used in developing content and are applied to research process assignments. These assignments teach research skills, citation construction, the ability to assess sources and annotate. In her experience the skill-building is chronological. She has found that the pursuit of information literacy is more successful when faculty is involved and that the quality of student research has born this out.
Discussion followed which included the efficacy of the pretest for learning the skill-levels of the students and using alternative methods such as the game created by Google Image Labeler to teach IL skills, visual literacy sources and who assigns the metadata, the Info Commons as a means to achieve VL, the detailed ARLIS competencies vs. the vague NAAB guidelines and their effect on outcomes.