Harnessing Students’ Image Seeking Behavior
Teaching Visual Literacy using Google Images

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9 ARTISTS WORKING WITH GOOGLE MAPS AS THEIR MEDIUM

Not only does Google Maps, Earth and Street View provide a wealth of information for navigating the world, but it's also becoming a medium for artists everywhere. From using the grid of streets on Maps, to the weird distortions in satellite imagery on Earth, or the way people are captured from Google's Street View cars, these artists are transforming Google's information into introspective art.

https://www.visualnews.com/2016/01/27/9-artists-working-google-maps-medium/

Google's algorithms created all the art for an exhibit in San Francisco

by Katherine Booher | Mar 1, 2016 4:33pm EST

Contemporary Artists

Stills from Jasper Elings “Sharing a Beautiful Sunset” video

Image from Doug Rickard’s series “A New American Picture”

https://www.jasperelings.info/sharing-a-beautiful-sunset/

http://www.dougrickard.com/a-new-american-picture/
3,570 degree-seeking students
   + 2,849 undergraduate
   + 721 graduate

168 full-time faculty | 659 part-time faculty
   + over 350 staff members

3 teaching librarians

90+ sessions in Summer + Fall 2016
   + One-shot | Orientation | Workshop | Collaborative/Customized
Pilot Project
Opt -In

5 faculty members
2 full time
3 part time

10-16 students per class
average of 12

6 class sessions
Visually Similar

Using Google Image Reverse Search
Visually Similar : Lesson Plan

1. Discuss the way students typically find resources, specifically images.
2. Show Google video on how it works.
3. After discussing the benefits and drawbacks of Google.
4. Showcase Library resources -- do a condensed one shot instruction (ie: summon search)

Activity:

a. Form small groups -- ask students to find an image and upload it to their laptops. They can use either a book (scan and email), or database search.
b. Students then upload this image to Google Reverse Image Search.
   i. Students record what they found
c. Student then explore the visually similar feature.
   i. Have students record their observations about the results - making connections to the image as well as the database algorithm.
   ii. Each group to present what they found, why it was interesting, and possible future searches they are interested in.
Image Provided

Using Images to Search
Activity first:

1. Students form small groups, Librarian passes out image (librarian provided).
2. Ask students to find information on that artwork including — proper title, date, owner, dimensions, medium, copyright.
3. Have each group present what they found and method of retrieval.

Demo:

1. Showcase library resources, focusing on image databases and search facets in Summon (our discovery service)
   a. Use one image as an example in finding the information required
   b. Upload image to Google Image Reverse Search
      i. investigate facets
      ii. explore visually similar
Claude Monet was a French painter and a founder of French Impressionism. He is known for his portraits and landscapes, particularly his paintings of water lilies and gardens. Monet's work is characterized by his use of light and color to capture the essence of a scene. He is one of the most famous artists in the history of art, and his paintings are widely admired for their beauty and emotional depth.
Standard 1: The visually literate student determines the nature and extent of the visual materials needed.

*Performance indicators:*  
• The visually literate student identifies a variety of image sources, materials, and types.

Standard 2: The visually literate student finds and accesses needed images and visual media effectively and efficiently.

*Performance indicators:*  
• The visually literate student selects the most appropriate sources and retrieval systems for finding and accessing needed images and visual media.  
• The visually literate student conducts effective image searches.  
• The visually literate student acquires and organizes images and source information.

Standard 4: The visually literate student evaluates images and their sources.

*Performance indicators:*  
• The visually literate student evaluates the effectiveness and reliability of images as visual communications.  
• The visually literate student evaluates the aesthetic and technical characteristics of images.  
• The visually literate student evaluates textual information accompanying images.  
• The visually literate student makes judgments about the reliability and accuracy of image sources.
Other Resources


• ACRL Visual Literacy Standards Task Force (VLTF) https://acrlvislitstandards.wordpress.com/about/

• “Teaching Visual Literacy Skills in a One-Shot Session”, VRA Bulletin: Vol 41: Iss.1, Article 6. Available at http://online.vrawed.org/vrab/vol41/iss1/6

Assessment: Faculty Responses

1. In your experience, how do you see most students seek images?
   - 83% faculty thought students used some form of google to find images
   - 17% faculty thought students scanned books for images

2. Have you discussed images/visual literacy in class before your library session?
   - 66% faculty had not discussed visual literacy
   - 34% faculty thought students scanned books for images

3. Did you know about ACRL's Visual Literacy Competency Standards for Higher Ed before class?
   - 83% of faculty didn’t know about
   - 17% of faculty knew of ACRL’s Visual Literacy Standards

4. Which of the following skills do you think your students gained from the library session?
   - 100% faculty believed that students could “find and access needed images and visual media effectively and efficiently”
   - 17% of faculty believe students ALSO could “evaluate images and their sources”
   - 17% of faculty believe students ALSO could “determine the nature and extent of the visual materials needed”

5. Which of the following skills would you like the library to focus on in the future?
   - 66% Evaluating images and their sources
   - 50% Understanding many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and access and use visual materials ethically
   - 17% Interpreting and analyzing the meanings of images and visual media
Based on your experience, did you see a difference in how students found, created, or presented (cited) visual resources in comparison to classes that did not participate in the library session?

“Most of my students used higher quality images than past courses in which I’ve done the same or similar lessons. I think they still struggle with citations, but they all did attempt to add some kind of credit to their presentation images. Overall I think they enjoyed the session and realized the library has more than just books!”

“I have two sections that both came to the library for instruction. The first class did a traditional library orientation with the website and catalog. This class did the google image search and the difference in their image use at the end of the semester was noticeable. I found many students had better quality images and attempted to use proper citations. I think next time I would like them to see more resources on how to cite images properly. Overall very helpful!”
Assessment: Personal Observations
Assessment: Next steps
Postmortem