

## Information Fluency and/or Information Technology

### Instructional Activity Survey

Institution: Southwestern University

Contact Person: Mary VisserE-mail: visserm@southwestern.edu

**Briefly describe the activity: (include tools used and URL's if applicable)**

Artists have always used images from their own and other cultures to make personal or public visual statements. Robert Rauschenberg is most famous for using images of our contemporary culture to make a statement about what we as Americans value or don't value. For this assignment the students must collect visual images (Photographs, diagrams, charts, etc.) from the internet based upon various categories. These images are then to be used by the students as a library for creating collaged images of their own design. In their search they must identify the image's copyright status, understand how to alter the image so that it does not infringe upon the rights of the owner, and understand what the original image content conveys to a general audience. Other issues in collecting the image have to do with the technical quality of the image they collect, in other words how to assess the resolution, image quality, and size in relationship to their final product.

**Main goals:**

The main goals of this assignment are to:

To understand and know how to make a visual statement.

To understand the nature and premise behind the concept of proximity as used with "real world" complex imagery.

To understand artist's rights.

To understand the limits and extensions of copyright laws.

To understand how to use the internet as a source for visual imagery.

To understand how to read visual imagery.

To learn how to use Adobe Photoshop software to create original visual statements.

**Information fluency skills it promotes? Check any or all that apply**

Problem exploration and identification

Information collection and creation

Critical assessment, evaluation, analysis/synthesis a.k.a. Critical Thinking

Formulation and presentation of logical conclusions in an appropriate and effective way

Generalization of lessons learned in the problem-solving process to other contexts

Ethical use of information

Other:

**How is it taught? What is the instructional format? Check any or all that apply**

Stand-alone course

Integrated into a departmental course

Self-paced instruction with prepared class materials

Tutorial

Workshop

Other:

**Is this activity part of a class offered for credit?** Yes  No

**Is this activity a required component of a class?** Yes  No

**In which organization does the activity occur? Check any or all that apply**

Library

Information Technology Services

Academic Department:  (please specify) Art Department

**Level of instruction? Check any or all that apply**

Introductory

Intermediate

Advanced

**Who is responsible for the instruction? Check any or all that apply**

Faculty

IT Staff

Library Staff

Student Assistants

**Where is it taught? Check any or all that apply**

"Smart" Classroom

Computer Lab

Conventional classroom

Library

Other:

**What instructional materials are used? Check any or all that apply**

Materials developed by faculty

Materials developed by library staff

Materials developed by academic departments

Materials developed by Information Technology staff

Materials purchased from a vendor

Other:

**Overall effectiveness of this activity in promoting Information Fluency:**

Not Very

Extremely effective

1

2

3

4

X  
5

**Comments:**

## Information Fluency and/or Information Technology

### Instructional Activity Survey

**Institution:** Southwestern University

**Contact Person:** Joan Parks **E-mail:** parksj@southwestern.edu

**Briefly describe the activity: (include tools used and URL's if applicable)**

The librarians offer instruction in the use of information resources. Teaching Faculty may request that a librarian address a class on a specific topic, give an orientation session, discuss Internet research methods, or help design a class assignment. Additionally, First-Year Seminar course includes a library component. Library handouts are prepared to identify our services and resources.

**Main goals:**

To assess the quality of information from Internet sites

To find resources using the online catalog

To use good research strategies

To use electronic databases effectively

To evaluate the quality of sources, regardless the format

Not to turn so readily to the Internet for research but to use traditional print sources as appropriate.

To document print and electronic sources.

**Information fluency skills it promotes? Check any or all that apply**

Problem exploration and identification

Information collection and creation

Critical assessment, evaluation, analysis/synthesis a.k.a. Critical Thinking

Formulation and presentation of logical conclusions in an appropriate and effective way

Generalization of lessons learned in the problem-solving process to other contexts

Ethical use of information

Other:

**How is it taught? What is the instructional format? Check any or all that apply**

Stand-alone course

Integrated into a departmental course

Self-paced instruction with prepared class materials

Tutorial

Workshop

Other:

**Is this activity part of a class offered for credit? Yes No**

**Is this activity a required component of a class?** Yes No

**In which organization does the activity occur? Check any or all that apply**  
Library

Information Technology Services

Academic Department: (please specify)

**Level of instruction? Check any or all that apply**

Introductory

Intermediate

Advanced

**Who is responsible for the instruction? Check any or all that apply**

Faculty

IT Staff

Library Staff

Student Assistants

**Where is it taught? Check any or all that apply**

"Smart" Classroom

Computer Lab

Conventional classroom

Library

Other:

**What instructional materials are used? Check any or all that apply**

Materials developed by faculty

Materials developed by library staff

Materials developed by academic departments

Materials developed by Information Technology staff

Materials purchased from a vendor

Other:

**Overall effectiveness of this activity in promoting Information Fluency:**

Not Very

Extremely effective

1

2

3

4

5

**Comments:**

The Library Instruction Program has a very active presence on the reference floor and in the classrooms. Students' over-reliance and indiscriminant use of electronic resources raises serious faculty and librarian concerns about the quality of student papers and research projects. In response, library instruction efforts focus heavily on selection and evaluation of research materials regardless of their format and recommends use of a mix of materials, both periodical and monographic, print and electronic.