Beyond Print

Learning Objectives for Section

• Choose search tools that will allow for most effective multimedia searching
• Evaluate images and other non-print media based on format-specific criteria
• Recognize bias in media and journalism
• Understand the importance of context in non-print media
• Identify the copyright and ethical use of non-print media

Related ACRL Standards Addressed

STANDARD TWO: The information literate student accesses needed information effectively and efficiently.
Performance Indicator 5 - The information literate student extracts, records, and manages the information and its sources.

STANDARD THREE: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Performance Indicator 2 - The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
Performance Indicator 3 - The information literate student synthesizes main ideas to construct new concepts.
Performance Indicator 4 - The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

STANDARD FOUR: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
Performance Indicator 1 - The information literate student applies new and prior information to the planning and creation of a particular product or performance.
Performance Indicator 3 - The information literate student communicates the product or performance effectively to others.
Multimedia

Video: Visual Literacy – (3:50)
Video: Objectivity in Reporting (6:03)
Quiz: Beyond Print Section (5 questions)

Introduction
(real world relevance)

We process visual information all the time – on signs, printed pictures, television, the Internet, and countless other ways. In this information age, we need to be able to convey visual material responsibly and critically evaluate everything around us.

Topics for Discussion

Visual Literacy
- Review types of visual information
- How to evaluate visual information
- Further research to complement/confirm visual information
- Points to consider when presenting original visual information
- Infographics
- Intellectual property and copyright

Objectivity in Reporting
- Objective vs. Persuasive journalism
- Opinion/persuasive examples: accounts, columns, commentary, op-eds, reviews
- Word choice
- Tone
- Design

Maps
- Geography
- Characteristics (economic production, migration, altitude, etc.)
- Legend
- Scale
- Intended audience
- Source of data
Activities

Pick an article with an image from a local print newspaper or from an online piece of journalism. Give the students 2-5 minutes to read/look at the article and ask them to write a one-minute essay on how the image contributes to the story. Have students share their findings with the class or small groups.

Ask students to find a visual representation of information they find especially compelling. Students can write an email discussing why they chose the image, or present the image to a small group or to the class.

Show an image or advertisement to the class and have them brainstorm words to describe what they see and what they feel when they look at the image. Repeat the activity with different images as time allows.

Alternative: Have students work in groups. Each group will use the same image and brainstorm together. Have one group report results to class, and ask other groups to share ways their brainstorming resulted in different ideas.

Websites