

# **VIRTUAL POSTER SESSION**

*American Library Association Conference '07*

*ACRL Instruction Section and Arts Section*

*Eye to I: Visual Literacy Meets Information Literacy*

# VISUAL AND INFORMATION LITERACY IN THE STUDY OF COSTUME: PARALLEL PEDAGOGIES

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# VISUAL LITERACY INFORMATION LITERACY

## PARALLEL PEDAGOGIES

- Similar sets of competencies needed to use information
- Understand content
- Understand context
- Use reasoning
- Use critical thinking
- Develop problem-solving skills

# INFORMATION LITERACY COMPETENCIES

- Identify information need
- Locate & find information
- Evaluate information
- Synthesize information
- Use & transfer information

# VISUAL LITERACY COMPETENCIES

- Understand the image
- Interpret
- Evaluate
- Create & use to communicate

# THE STUDY OF COSTUME

The student of costume integrates IL & VL  
to understand

- costume & fashion
- history & culture
- content
- context

# Attributes of VL & IL

	VISUAL LITERACY	INFORMATION LITERACY
<b>DIFFERENT</b>	Pictures	Text
	Image based	Language based
	Design elements (can be inter-related)	Words (can be defined)
	Understanding the process of seeing (design)	Comprehending the meaning of text
<b>SAME</b>	Analysis	Analysis
	Contextual (cultural, historical, currency)	Contextual
	Interpretation	Interpretation
	Evocative	Evocative
	Understanding	Understanding
	Sensitivity (slow down and notice)	Sensitivity (slow down and notice)
	Communication	Communication

# Costume Assignment #1: “Reading” Fashions of the 16th century

## QUESTIONS:

- What is the overall shape of this silhouette?
- What does the costume communicate about the wearer?
- How does the costume reflect society and culture of the period?
- What is the intent and context of the image?



# Costume Assignment #1: “Reading” Fashions of the 16th century



## ANSWERS:

- The overall silhouette is rectangular and “fills the room”.
- The wearer (Henry VIII) is of high status and projects stability and strength. The costume indicates elaborate technology of cutting and sewing.
- Additional research reveals that Henry VIII broke with the Catholic Church to found the Church of England.
- Artists of the Renaissance created accurate portraits.

# Costume Assignment #1: “Reading” Fashions of the 16th century

## Integration of VL & IL:

### VISUAL LITERACY:

- Students use their understanding of design and composition to analyze image.
- Students compare multiple images of the time period to further contextualize image being studied.
- Students are able to critically evaluate images in the context of study of history, culture and society.

### INFORMATION LITERACY:

- Students use research to understand history, context, and intent of images.
- Students then apply knowledge to form a deeper comprehension of the time period being studied.
- Image and information research merge to form a synthesis of knowledge.

# Costume Assignment #2:

## Costume Design for Shakespeare's *Hamlet*

### QUESTIONS:

- Students are asked to place a Shakespeare play into a different time period or culture to give the play new resonance.
- Students must be able to justify their choice through a connection between the text of the play and the chosen adaptation.
- Students then find a visual image from art that will inform their design process.



# Costume Assignment #2:

## Costume Design for Shakespeare's *Hamlet*



### ANSWERS:

- This student set her design for *Hamlet* in 18th c. Russia at the beginning of the Romanov dynasty.
- Through her understanding of the play and additional research this student drew a strong relationship between Czarist Russia and the succession to the throne in Hamlet's Denmark.
- This student chose Russian Fabergé egg designs for both visual and symbolic inspiration. She described the intricate designs as representing the complexities of the characters.

# Costume Assignment #2: Costume Design for Shakespeare's *Hamlet*

## Integration of VL & IL:

### VISUAL LITERACY:

- Students of costume design become highly adept at manipulating design and composition to communicate character and themes.
- Students must study and become conversant in various design styles and art movements in order to be able to identify sources of inspiration.
- In this assignment students integrate their literary, information and visual research to create a highly developed concept and approach to their design for the play.

### INFORMATION LITERACY:

- Costume design students learn to closely read and analyze plays to identify themes and understand characters.
- Costume design students research additional sources to understand the context in which the playwright was working.
- In this assignment students then research other time periods or cultures that relate to the play.

# STRATEGIES FOR TEACHING & LEARNING

## FACULTY-LIBRARIAN COLLABORATION

- SHARED GOALS & OBJECTIVES
- COMMON PEDAGOGIES
- CREATIVE STRATEGIES FOR LEARNING
- ASSIGNMENT CONSULTATION
- ACTIVE LEARNING EXPERIENCES
- CRITICAL THINKING EXERCISES

# SUPPORT FOR LEARNING

- CO-TEACHING
- COURSE-INTEGRATED RESEARCH INSTRUCTION
- UNDERSTANDING THE ASSIGNMENT
- WORKING SESSIONS: ACTIVE LEARNING
- RESEARCH BY SUBJECT GUIDES
- INDIVIDUAL RESEARCH APPOINTMENTS
- CONSULTATION BY E-MAIL, IM

# REFERENCED WORKS

- (1) Information Literacy Competency Standards for Higher Education  
<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>
- (2) International Visual Literacy Association  
[http://www.ivla.org/org\\_what\\_vis\\_lit.htm](http://www.ivla.org/org_what_vis_lit.htm)
- (3) Holbein, Hans the Younger. *Henry VIII after 1537*. Walker Art Gallery, Liverpool.  
Accessed from Web Gallery of Art 4-4-07. <http://www.wga.hu/index1.html>
- (4) Special thanks to students in THEA 251: Costume Design for the use of their projects.