How can I use this map in my assignment?

Comment puis-je utiliser cette carte géographique ........

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Outline - le plan

- Introduction
- Information Literacy & Visual Literacy
- Visual Literacy & Maps
- The Criteria
- Workshop Scenario
- Simulated Workshop
- Feedback

- Introduction
- Culture de l’information et les compétences visuelles
- Compétences visuelles et cartes
- Les critères
- Scénario
- Atelier simulé
- Feedback – réactions
The Wish

• Motivate students to think critically about cartographic information
• Provide a positive learning environment where the students can learn from each other and interact with maps created for different purposes
Wanted

• A set of map evaluation criteria that can be used by instructors in a workshop or assignments
• A workshop that uses print and electronic maps and atlases from your collection
• A teaching method that challenges students to think critically about cartographic information
• Translation of the teaching tools and resources into French
Why?

So that....
Students acquire a better understanding of how maps can be used in their research and their discipline
Information Literacy

Visual Literacy

culture de l’information

compétences visuelles

1. "literacy" and "information literacy" (Language Update, Volume 4, Number 1, 2007, page 15)
Visual Literacy Defined

“Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.”
Standard One: The visually literate student determines the nature and extent of the visual materials needed.

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

Standard Three: The visually literate student interprets and analyzes the meanings of images and visual media
ACRL Visual Literacy Competency Standards

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

**Standard Five**: The visually literate student uses images and visual media effectively.

**Standard Six**: The visually literate student designs and creates meaningful images and visual media.

**Standard Seven**: The visually literate student understands many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and accesses and uses visual materials ethically.

[http://www.ala.org/acrl/standards/visualliteracy](http://www.ala.org/acrl/standards/visualliteracy)
Think Cartographically

Standard One: The visually literate student determines the **nature and extent** of the **cartographic information** needed.

Standard Three: The visually literate student **interprets and analyzes the meanings** of **cartographic information**.

Standard Four: The visually literate student **evaluates** **cartographic information** and **their sources**.
So can I use this map in my assignment?

Comment puis-je utiliser cette carte géographique dans ma dissertation ou mes devoirs?
6 Criteria for Websites

These six criteria deal with the content of Web sites rather than the graphics or site design. Apply these criteria when you research on the internet.

1. AUTHORITY

Authority reveals that the person, institution or agency responsible for a site has the qualifications and knowledge to do so. Evaluating a web site for authority:

- Authorship: It should be clear who developed the site.
- Contact information should be clearly provided: e-mail address, phone number, and fax number.
- Credentials: the author should state qualifications, credentials, or background that gives them authority to present information.
- Check to see if the site supported by an organization or a community.

2. PURPOSE

The purpose of the information presented in the site should be clear. Some web sites are created to inform, persuade, state an opinion, entertain, or parody something or someone. Evaluating a web site for purpose:

- Does the content support the purpose of the site?
- Is the information geared to a specific audience (students, scholars, etc.)?
- Is the site organized and focused?
- Are the outside links appropriate for the site?
- Does the site evaluate the links?
- Check the domain of the site. The URL may indicate its purpose.

3. COVERAGE

It is difficult to assess the extent of coverage since depth in a site, though unlimited, can be infinite. One author may claim comprehensive coverage of a topic, the site may cover just one aspect of a topic. Evaluating a web site for coverage:

- Does the site claim to be selective or comprehensive?
- Are the topics explored in depth?
Authority and Authorship

✧ Determine who are creators of this map (individuals, government, organization, corporation etc.) [Standard 3, Performance Indicator 1]

✧ Who published, funded or commissioned the creation of this map? [Standard 3. Performance Indicator 1], [Standard 4, Performance Indicator 3]

✧ What are the credentials of the creators or the publishers [Standard 4. Performance Indicators 3 and 4]
Currency

- Examine the map and determine when it was created, published, and last updated. [Standard 3, Performance Indicator 1]
- What time period is depicted on this map? [Standard 3, Performance Indicator 1; Standard 4, Performance Indicator 3]
Original Audience and Format

✧ What format was this map originally published (e.g., atlas, newspaper, stand-alone map, inside a book) [Standard 1, Performance Indicator 2]

✧ Describe additional documentation that may accompany this map [Standard 3. Performance Indicator 1]

✧ Is the map an original or reproduction or a facsimile? [Standard 1, Performance Indicator 2]

✧ When it was originally created [Standard 1, Performance Indicator 2]
Content

- Describe what part of the world this map represents [Standard 3, Performance Indicators 1 & 2]
  - What geographic area is depicted on this map?
  - What region or city or neighbourhood is it located within?
  - What colony, country, territory, state, empire or nation is in control of this geographic area during the time this map was published?
- Describe what geographic features (streets, water bodies, etc.) appear on this map? [Standard 3, Performance Indicators 1 & 2]
- Describe the major theme on the map and discuss any factual or statistical information visualized on the map [Standard 3, Performance Indicators 2]
Context

The context questions should be formatted or written in collaboration with the instructor. Here are some sample questions:

- Describe the historical factors or events that were occurring during this time, that would be relevant to the creation of this map [standard 3, performance indicator 2]
- Describe other factors (e.g., economic conditions, health and social conditions, political situation) that would be relevant to the creation of this map [standard 3, performance indicator 2]
- Explain what you think is the purpose and the bias of the map in its original context [standard 4, performance indicator 4]
- What themes in our course (or this week’s lecture) are represented in this maps [standard 4, performance indicator 1]
The Workshop

L’Atelier
Collaborate with Faculty - Instructors

Adapt to the discipline

Small groups 25 max.

No Jargon

Compare maps with different purposes
Workshop Scenario

You are STUDENT in a second year undergraduate course in Urban Studies. Your end of semester assignment is to research the history of a street intersection in Montreal. Today’s class is at the University Map Collection and you have just had a tour of the Map Library and the librarian has introduced you to different types of cartographic materials that you can use in your future assignment.
Workshop Goal

To analyze and discuss a map of Montreal that contains the intersection of St-Catherine and St-Denis, and determine how it can be used in your final assignment.
Workshop Task

• You will be divided into 4-5 groups.
• You and the members of your group will be given one (1) map to analyze and will be given a set of questions. As a team you will discuss and determine the authority, currency, purpose, content, and context of the map, and determine how the map can be used to assess the history of the intersection. (15 minutes)
• Assign one person who will report back your findings. The reporter will briefly present the groups findings to the entire class. (4-5 minutes per group)
Fire Insurance Plan – 1954
#119 and #123

MAP – CARTE #2
MAP – CARTE #3
MAP – CARTE #4
MAP – CARTE #5
Next Steps

• Wanted-Désire: Traduction de l’ACRL Visual Literacy Competency Standards, en français
• Further testing of the evaluation criteria and workshop format
• Publishing the criteria ...en français, 😊
Feedback is important!

How can the criteria be improved?
How can the workshop be improved?
Would you like to test or expand upon the criteria?
Would you like to help with translation?

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Questions – Commentaires ?

Thank you!