

How can I use this map in my assignment ?

Comment puis-je utiliser cette carte géographique

CARTO 2014 – Montréal, Québec
Annual Conference of the Association of Canadian Map Libraries and Archives

Rosa Orlandini, Map and GIS Librarian
York University Libraries
June 20, 2014
rorlan@yorku.ca

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'information¹



compétences
visuelles

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

http://www.btb.termiumplus.gc.ca/tpv2guides/guides/favart/index-fra.html?lang=fra&lettr=indx_titls&page=9oNfuaJv4R8k.html

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.”

ACRL Visual Literacy Competency Standards

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.

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 comm

2. PURPOSE

The purpose of the information presented in the site should be clear. Sources to inform, persuade, state an opinion, entertain, or parody something or . 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, through can be infinite. One author may claim comprehensive coverage of a topic 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?

Évaluer ses sources

Pour être mieux en mesure d'évaluer globalement la valeur académique de ses sources d'information (monographies, articles, pages Web, etc.) on doit, pour chacune d'elles, se poser certaines questions. Plus l'évaluation sera positive (maximum de OUI cochés), plus la ressource pourra être jugée de *qualité*.

1. Fiabilité des sources

| Type de document | Quelques questions à se poser : |
|---|---|
| Monographie (livre) | <ul style="list-style-type: none">- Quel est l'éditeur du document ?- S'agit-il d'un éditeur spécialisé dans un domaine ?- Publie-t-il des ouvrages de vulgarisation, destinés au public en général ?- Ou publie-t-il des ouvrages spécialisés, destinés à une clientèle universitaire ? |
| En fonction de ces énoncés, peut-on en déduire qu'il s'agit d'une monographie d'un niveau pouvant convenir à un travail universitaire? _____ OUI <input type="checkbox"/> +/- <input type="checkbox"/> NON <input type="checkbox"/> | |
| Article de périodique | <ul style="list-style-type: none">- Qui publie la revue ? université ? organisme de recherche ? association/regroupement de professionnels ou de spécialistes ? groupe politique/ syndical/ militant/ etc.? individus ou autres ?- L'article a-t-il été soumis à un comité de rédaction ? |
| En fonction de ces énoncés, peut-on en déduire qu'il s'agit d'un article pouvant convenir à un travail universitaire? _____ OUI <input type="checkbox"/> +/- <input type="checkbox"/> NON <input type="checkbox"/> | |
| Information repérée dans Internet | <ul style="list-style-type: none">- Quel est «l'hôte» de la page ?- La page est-elle «hébergée» sur un site éducatif? Un site commercial ? Un site gouvernemental ? Le site d'une organisation ? Autres ?- La page d'accueil est-elle bien indiquée ?- S'agit-il de pages personnelles ? |
| En fonction de ces énoncés, peut-on en déduire qu'il s'agit d'une source crédible ? _____ OUI <input type="checkbox"/> +/- <input type="checkbox"/> NON <input type="checkbox"/> | |

Source :

(1) http://libraries.dal.ca/using_the_library/evaluating_web_resources/6_criteria_for_websites.html

(2) http://www.bibliotheques.uqam.ca/infosphere/fichiers_commun/feuilles_travail/feuille5.pdf

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)

Occupation du Sol – Ville Marie

MAP – CARTE #1

Fire Insurance Plan – 1954

#119 and #123

MAP – CARTE #2

Carte générale – Ville Marie

MAP – CARTE #3

Carte Topographique – 1:20 000, 31H12-200-0102

MAP – CARTE #4

Plan d'Urbanism, Ville de Montréal, 230-26

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 test or expand upon the
criteria ?

Would you like to help with translation ?

rorlan@yorku.ca

Questions – Commentaires ?