As architectural educators, you are well aware of the potential of images. The Association of College and Research Libraries (ACRL) Image Research Interest Group (IRIG) has drafted an important document aimed at teaching image literacy. Below you will find a summary of this draft. The full document can be read at acrlvislitstandards.wordpress.com.

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.

The Visual Literacy Competency Standards for Higher Education establish an intellectual framework and structure to facilitate the development of skills and competencies required for students to engage with images in an academic environment, and critically use and produce visual media throughout their professional lives.

**STANDARD ONE**
The visually literate student determines the nature and extent of the visual materials needed.
1. The visually literate student defines and articulates the need for an image.
2. The visually literate student identifies a variety of image sources, materials, and types.

**STANDARD TWO**
The visually literate student finds and accesses needed images and visual media effectively and efficiently.
1. The visually literate student selects the most appropriate sources and retrieval systems for finding and accessing needed images and visual media.
2. The visually literate student conducts effective image searches.
3. The visually literate student acquires and organizes images and source information.

**STANDARD THREE**
The visually literate student interprets and analyzes the meaning of images and visual media.
1. The visually literate student identifies information relevant to an image’s meaning.
2. The visually literate student situates an image in its cultural, social, and historical contexts.
3. The visually literate student identifies the physical, technical, and design components of an image.
4. The visually literate student validates interpretation and analysis of images through discourse with others.

**STANDARD FOUR**
The visually literate student critically evaluates images and their sources.
1. The visually literate student evaluates the aesthetic and technical characteristics of images.
2. The visually literate student evaluates the effectiveness and reliability of images as visual communications.
3. The visually literate student evaluates textual information accompanying images.
4. The visually literate student makes judgments about the reliability and accuracy of image sources.

**STANDARD FIVE**
The visually literate student uses images and visual media effectively.
1. The visually literate student uses images effectively for different purposes.
2. The visually literate student uses technology effectively to work with images.
3. The visually literate student uses problem solving, creativity, and experimentation to incorporate images into scholarly projects.
4. The visually literate student communicates effectively with and about images.

**STANDARD SIX**
The visually literate student designs and creates meaningful images and visual media.
1. The visually literate student produces images for a range of projects and scholarly uses.
2. The visually literate student uses design strategies and creativity in image production.
3. The visually literate student uses a variety of tools and technologies to produce images.
4. The visually literate student evaluates personally created image products.

**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.
1. The visually literate student understands many of the ethical, legal, social, and economic issues surrounding images and visual media.
2. The visually literate student follows ethical and legal best practices when accessing, using, and creating images.
3. The visually literate student acknowledges image creators and sources in projects and presentations.

Visit acsa-arch.org/conferences to watch lecture videos from past ACSA Meetings.