

## **ART271: Destroying Images**

*Artstor Class Session | September 4, 2018*

*Class purpose:* Teach class about Artstor, including basic functionality, keywords and image searching, signing up for an account, saving images in groups, etc. Professor will also spend some class time talking about images and what makes an image. Plus we will be talking a bit more broadly about visual research, beyond Artstor.

*Learning Outcomes:* By the end of class, students will have an Artstor account, and know how to search and navigate the database, in addition to using and sharing image groups.

By the end of class, students will have a broad understanding of what makes a good keyword term for an image search, and will understand the subjectivity of keywords.

*Class Outline:*

- I. Introductions (me & them)
- II. What's Artstor and why are we learning this?
- III. Signing up for an Artstor account
- IV. Searching Artstor
- V. Viewing Images/Functionality
- V. Using Image Groups (making their own + searching for institutional ones)
- VI. Questions?

*Class Script:*

### **I. Introductions**

- A. Briefly introduce self.
- B. Ask students to introduce themselves with names, year, major (if applicable), and why they took this class. [GO AROUND ROOM]
- C. Thank students, and remind them to interrupt me with questions as we go.

### **II. What's Artstor? Why are we learning this?**

- A. Ask students if they've heard of or used Artstor before. [WAIT FOR HANDS]
- B. Explain what Artstor is, and what you can do with it. Mention importance of citing images, just as you would cite text.
- C. Questions?

### III. Signing up for an Artstor account

- A. Explain rationale for creating an Artstor account.
- B. Walk students through creating an Artstor account.

### IV. Searching Artstor

- A. Talk about keyword search function, and show advanced search function too.

### V. Viewing Images/Functionality

- A. Zoom in and out
- B. Make the image the full size
- C. Launch comparison/full screen viewer
- D. Then also the buttons and features to the right (add to group, download, cite, and details, etc)

### VI. Using Image Groups (making their own + searching for institutional ones)

- A. Browse - Image Groups
- B. Institutional - ones created by folks here at F&M
- C. Artstor - Curated collections by the folks at artstor

### VII. The Larger Context of Visual Research & “Cataloging” an Image Activity

- A. Discuss importance of visual research in art history/related disciplines - just as important as textual research.
- B. Discuss importance of keywords, and knowing where to search.
- C. Metadata discussion, and what keywords mean in image searching. Ask students what they think metadata means. [WAIT FOR RESPONSE]
- D. Explain metadata & introduce “cataloging” activity.
  - 1. I’m going to display an image up here on the screen, and it’s your job to catalog it - so you will have just a few minutes to write down a few keywords that relate to the work, so that folks will be able to find it. I ask that if any of you know about the true subject of the work, or the artist, that you keep that information to yourself. Write them down, or remember them, as we’re going to have some of you share out your keywords in a bit.
  - 2. [PUT UP TURNER’S *SLAVE SHIP* & WAIT FOR THEM TO LOOK AND RECORD]
  - 3. Alright, so we’ve had a few minutes to look at this work, and “catalog” it. What are some of your keywords?
  - 4. [SELECT KEYWORDS FROM FOLKS - THANKING THEM AS WE GO ALONG] Wonderful, thank you all. [SUM UP WHAT FOLKS MENTIONED]
  - 5. Explain actual work & subject matter. [i.e. So, the actual title of this work, by the artist J. M. W. Turner is *Slave Ship (Slavers Throwing Overboard the Dead and Dying, Typhoon Coming On)*, dated 1840. From some of

your keywords, I might be able to get at the superficial subject matter of the painting, right - the ocean, the ship, maybe some birds, or a sunrise/sunset. But without that title, without that very important metadata, I would have a harder time knowing the true meaning of the work, as the artist intended it. So, all metadata is critical, but it's also important to recognize that all metadata is colored by bias in some way. Keep this in mind as you are searching for your images, and think critically about which image you're using and why.]

6. Talk about keyword importance, and keeping track of your searches - whether they work or not. And remind students that they can come for help anytime.
7. Conclude activity by asking for impressions/thoughts of process.

#### **VIII. Other Visual Resources for your Research**

- A. Cover the guide - Finding Images Online, which I will put on the course research guide, and which I am updating.
- B. Ask them to pick out one or two sources to take a look at further, and do a quick group walkthrough.

**Questions? Transition class back over to Professor.**