

The TEACHING RUBRIC: Use of Images in the Classroom

	When using images as Visual Illustration	When using images as Secondary Evidence	When using images as Primary Evidence
	A	B	C
Goals & Choices			
Intellectual Goals	Faculty member uses images as visual support for text, without supporting students' ability to critique the image or its context. Little is expected of students' use of images in tests and papers. Possible problem: images hypnotize students and undermine their critical faculties.	Faculty member uses images as supporting evidence, combining with textual analysis, but not always successfully. Images are still secondary to text as evidence, though more than illustration. Faculty member uses images to confirm or dispute text, but not as content in their own right.	Faculty member sees images as essential content, teaching students all the skills of visual literacy in historical argument. Faculty member focuses on images as historical objects and attempts to instill in students historical sensitivity and knowledge through the critique of images and image makers.
Motivational Goals	Faculty member uses images to break up the lecture and keep students paying attention. Images meet students' expectations for "edutainment." Images may be a way for faculty member to reach visual learners.	Faculty member picks images that heighten emotions, increases interest and the impact of lectures and texts. Faculty member designs image assignments that are fun for students and allow them to feel closer to the material.	Faculty member relies on the power of images as evidence. Motivation is derived from critical examination and the development of new critical faculties. Faculty member helps students mediate the interplay between emotional/aesthetic response and intellect.
Choosing an Image Standard: What sorts of images are acceptable?	Faculty member chooses a combination of images, some anachronistic, some original. Faculty member uses images to illustrate a point in history. Clarity and vividness are important.	Faculty member uses actual images from the time to illustrate and enrich history. Any image that accurately portrays a moment in time will suffice.	Faculty member chooses a very specific body of images for students to study. Authenticity, authorship, and documentation are vital. These same standards apply to images students use in papers or exams.
Choosing a Student Interface: How Will Students Encounter Images?	Students see images in lecture, and may have access to the same images outside of class through web site or printed from. Images are only loosely tied to texts.	Students see images in lecture complete with citation. Images are linked to other documents in texts or web sites. Images are used on occasion during discussion. Students are expected to be familiar with images for tests and may use them as examples in papers.	Faculty member models image analyzed during lecture and images are then discussed extensively in section. Students work on images in specific visual-literacy assignments outside of class. Students construct media combining text and image. Images are a major part of exams and papers. Students take images seriously.