



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Do You See What I Mean? Visual Literacy in a Digital World

September 18, 2019
www.floridaipdae.org

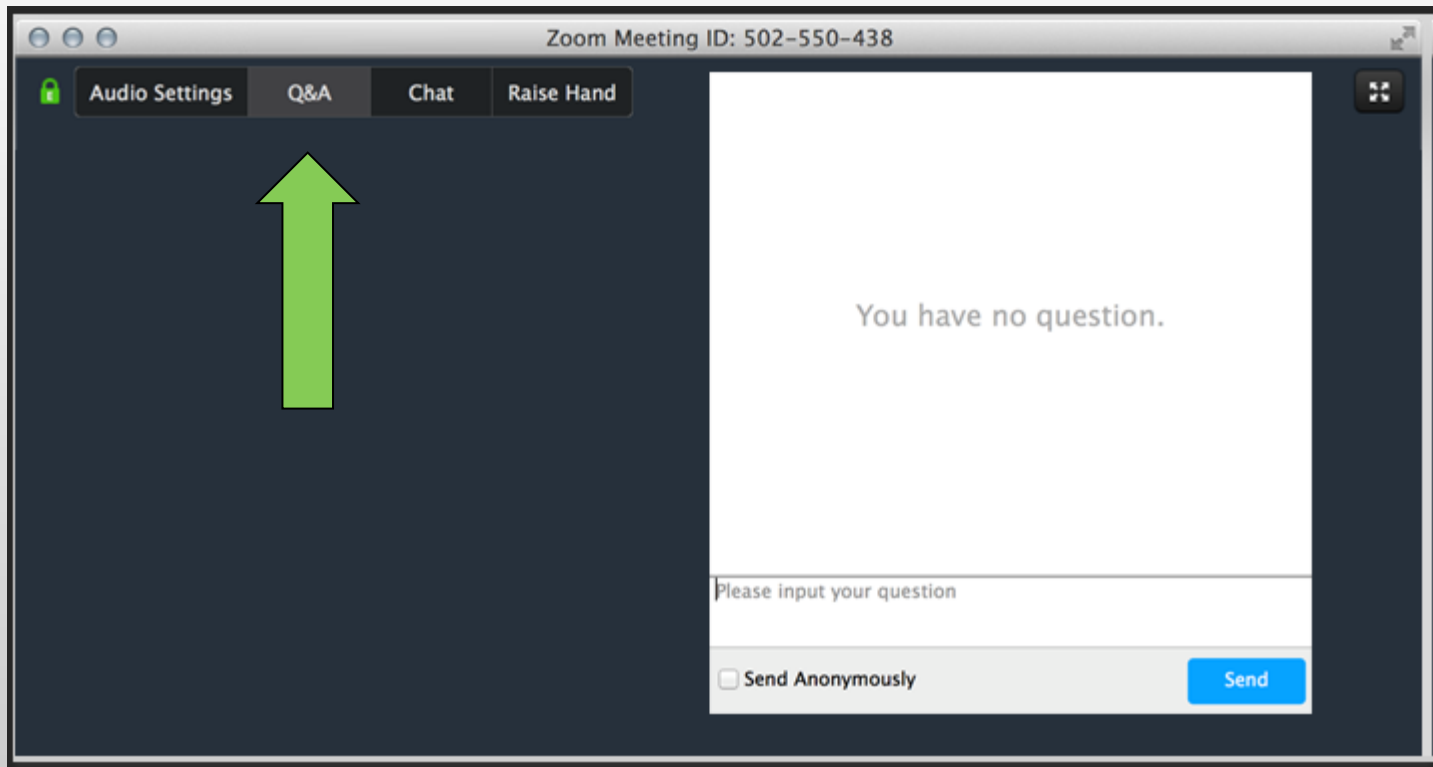
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- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

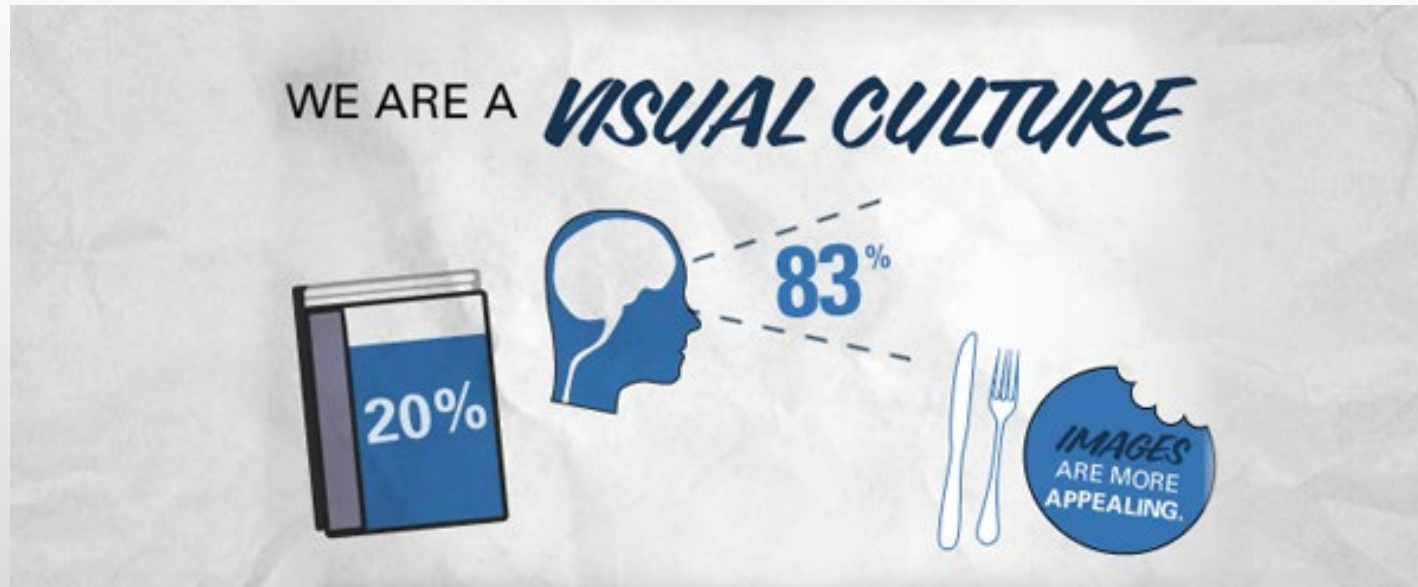
In this session, we will explore:

- Define visual literacy (VL) and its purpose
- Identify strategies for teaching VL
- Share resources for the classroom



Don't forget the guiding questions!





We live in a world where visual images are becoming increasingly important as most information is presented as a combination of words and images.

Visual literacy (VL) is the ability to read, interpret, use, appreciate, and create images.

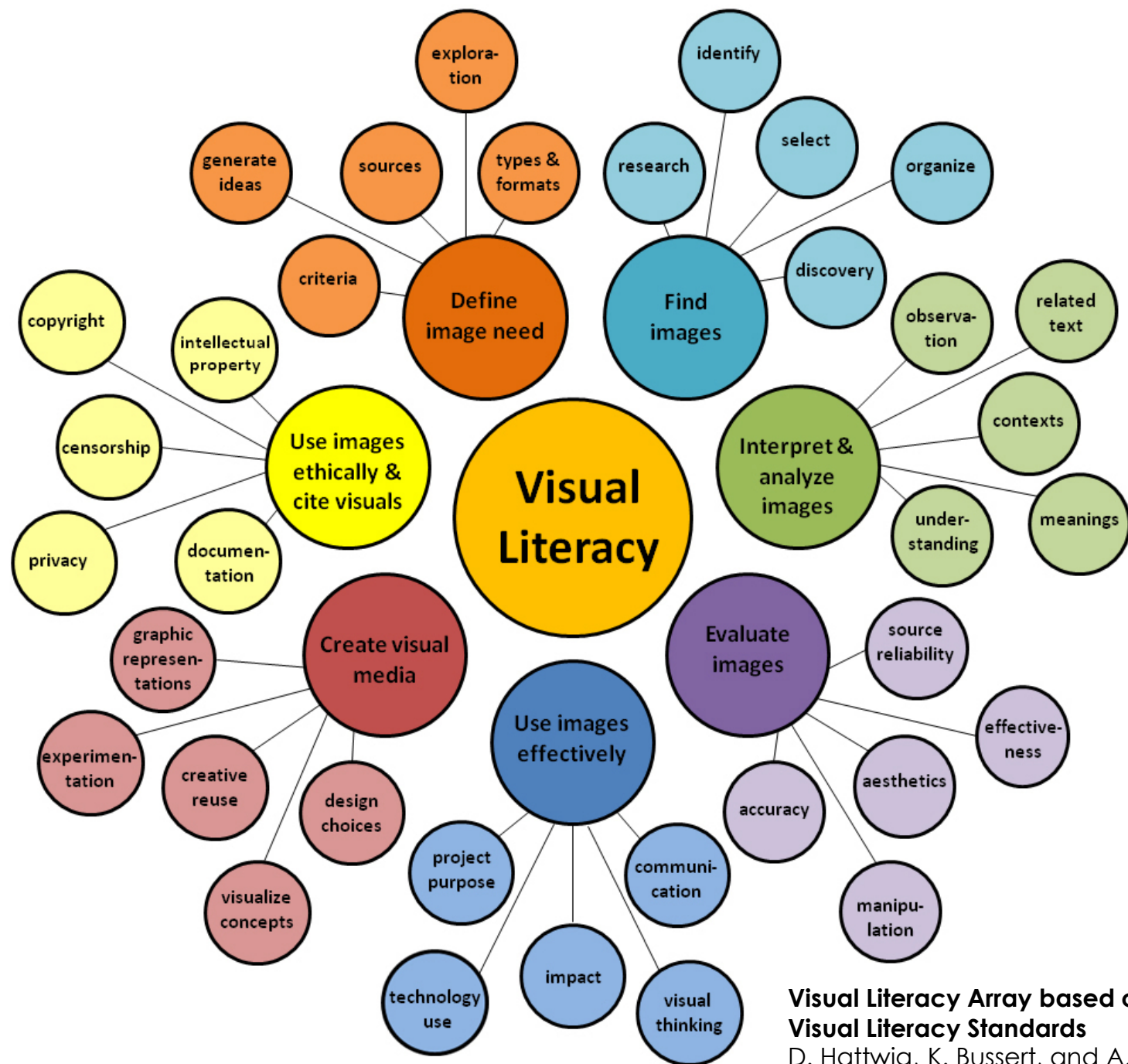
If you can read a map, draw a diagram, or interpret symbols, you are using visual literacy skills.



We need visual literacy to:

- Read maps, charts, and graphs
- Decipher icons on computers, cellphones, tablets
- Comprehend nuances in bold, italic, and varied fonts in words
- Decipher letters when learning to read - visual letter recognition relies on visual literacy;
- Read faces/body language when interacting with others (or watching movies, videos, TV)
- Read music
- Encourage reluctant readers to read

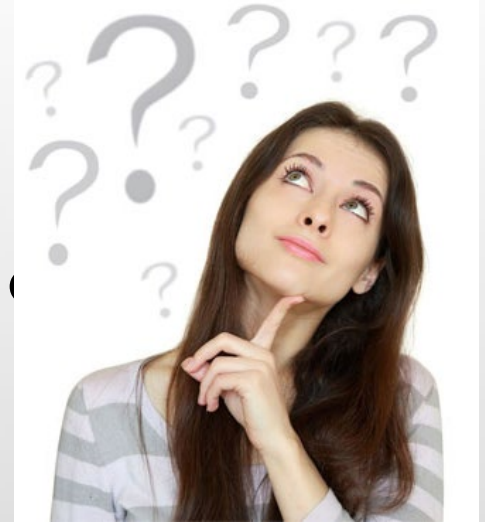




Visual Literacy Array based on ACRL's Visual Literacy Standards
D. Hattwig, K. Bussert, and A. Medaille (2013). The John Hopkins University Press

Why Use Visuals in Instruction?

- Makes abstract ideas concrete
- Increases ability to locate information, reasons, and form conclusions
- Motivates learners
- Helps gain knowledge through information repetition
- Helps in recalling prior learning
- Reduces learning effort
- Helps provide a concrete referent for ideas
- Aids students who learn better visually
- Helps students interpret things more accurately





Visual literacy is a staple of 21st century skills, the idea that learners today must “demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects, and symbols natural or man-made.” Putting aside the imperative to teach students how to create meaningful images, the ability to read images is . . .



Reflected in the Standards!

Florida Curriculum Framework: Adult General Education

- CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.”
- CCR.RE.ABE.6: Assess how point of view or purpose shapes the content and style of a text.”

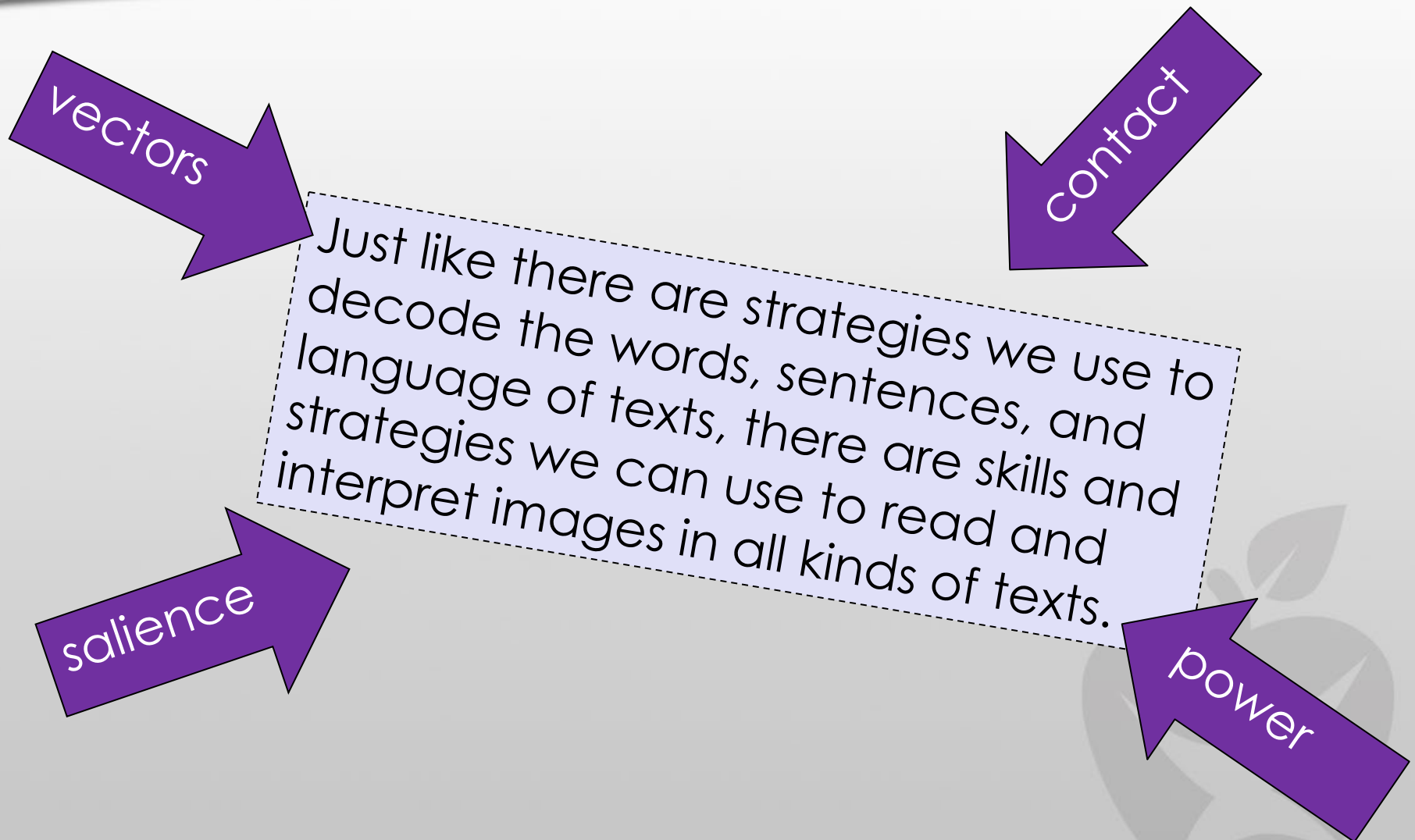




Visual Literacy

IT'S A NEW LANGUAGE





salience

What part of the picture attracts our attention the most?

- Color
- Shapes
- Characters
- Perspective
- Foreground/background

Why do you think the author or illustrator has chosen this part?

How does it affect how we feel about what's happening?

vectors

How do our eyes move across and around the picture to understand what is happening?

Where do we look first?

Does the eye line of the characters have an effect on how we see the picture and what is happening?

contact

Are the characters looking directly at us (demand) or away from us (offer)?

What effect does this have on how we feel about them and the event happening in the text?

power

Who or what has the power in the image?

Is the eye level high, low, or even?

How are the shapes, bodies, objects and perspective organized to give or show who has the power?

Why?

By understanding and using these concepts to think about images, we can talk about them using a common language to explore and understand them.

Salience

What captures
your eye?



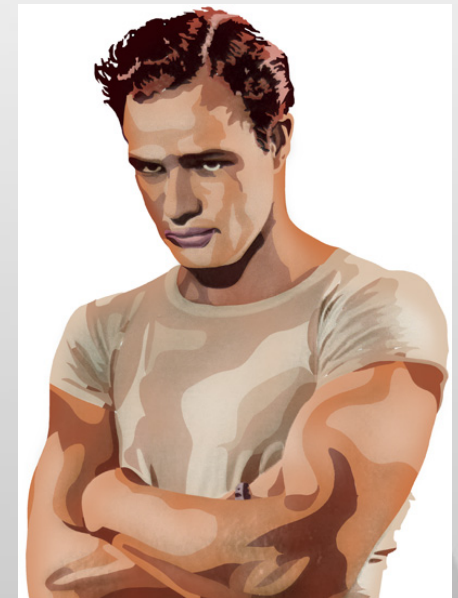
Vectors

How do your
eyes move?



Contact

Where are the
characters
looking?



Power

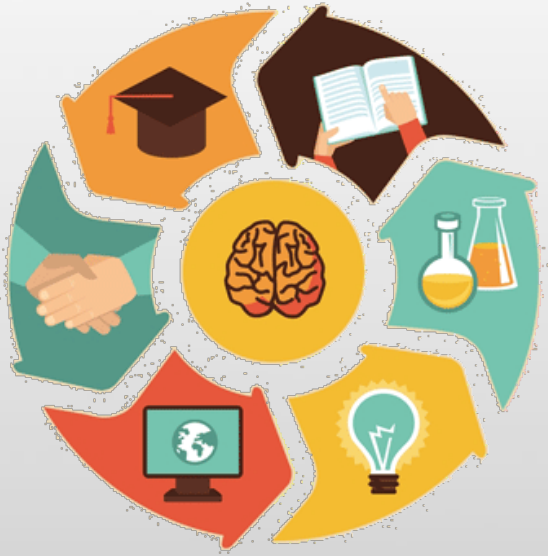
Who or what
has the power
in the image?





Beginning Ideas

STRATEGIES FOR THE CLASSROOM



Two Basic Approaches to Teach Visual Literacy

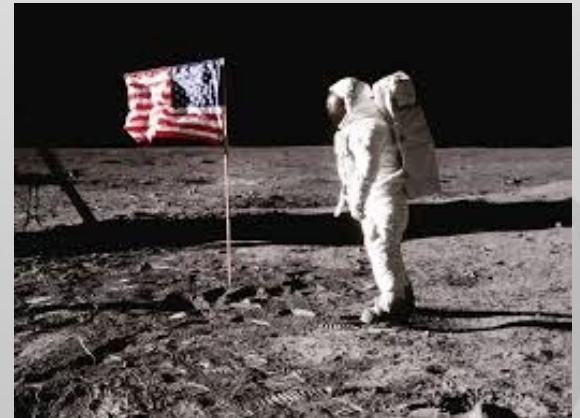
- Teaching by pictures, drawings, charts, graphs, posters, cartoons
- Teaching by PowerPoint, Prezi, videos/films

How to Enhance Your Students' Visual Literacy Skills

- Ask your students the right questions, so they can learn to read and discover the story behind the image

Example: What information is conveyed by:

- Gestures
- Expressions
- Clothing worn in the photograph
- The background
- The timeframe
- The use of conversation



Qualities of an Essential Question for Visuals

- Answers cannot be found directly in text. Students must go beyond the information given to develop their answers.
- Questions
 - Cast old knowledge, ideas, texts in a new light
 - Generate multiple answers and perspectives
 - Generate more questions
 - Lead to discovery and uncovering, rather than simply identifying a topic
 - Are engagingly framed
 - Are high-order; analysis, synthesis, and evaluation



Sample Questions to Ask

- Who created the image?
- Who is the audience of the image?
- For what purpose was the image created?
- What is the message of the image?
- What creative techniques are used to attract attention?
- What values, lifestyles, points of view are represented?
- Why was the image arranged in that way?



Before Reading

- Establish a purpose for reading
- Preview the information available
- Read questions and keep them in mind while reading

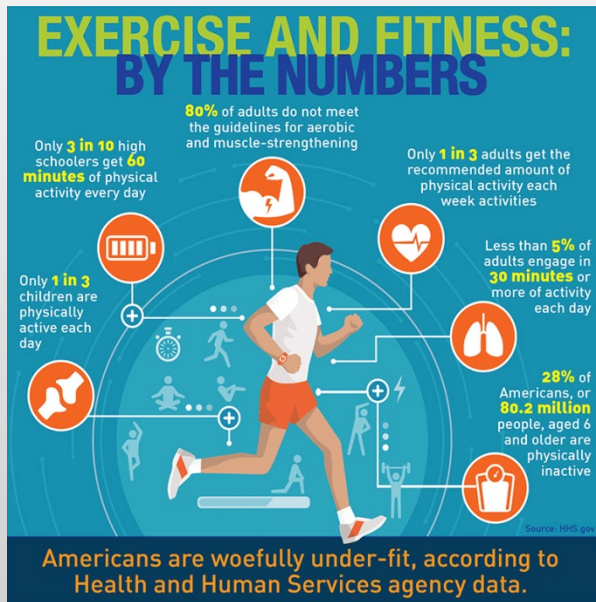
During Reading

- Watch the clip several times
- Each time, read with a different purpose (like close reading)
- Practice reading strategies – predicting, connecting, inferring, visualizing
- Try to separate fact from fiction
- Analyze the intended audience and author's purpose

After Reading

- Consider the reliability / credibility of the information
- Reflect on areas of understanding as well as areas of confusion
- Ask questions for clarification
- Pose discussion or extension questions





- What is the focus of the infographic?
- What is the author's purpose?
- How does the author demonstrate authority or knowledge of the subject?
- How do the visual elements support understanding or analysis?
- If you could improve this infographic, what might you illustrate differently?

When analyzing data, ask students questions, such as:

- What pattern do you see?
- What does this graph tell you?
- Who could use this data?
- How could they use it?
- Why is this data shown in a line graph, box and whisker graph, scatterplot, etc.?







WHERE CAN I LOCATE RESOURCES FOR THE CLASSROOM?

- Make it Relatable
- Make it Engaging
- Make it Meaningful
- Make it Fun



Image analysis worksheets from the National Archives:

- Photo Analysis

<https://www.archives.gov/education/lessons/worksheets/photo.html>

- Cartoon Analysis

<https://www.archives.gov/education/lessons/worksheets/cartoon.html>

- Motion Picture Analysis

https://www.archives.gov/files/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

- Map Analysis





































































https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet.pdf

- Poster Analysis

https://www.archives.gov/files/education/lessons/worksheets/poster_analysis_worksheet.pdf



A PERIODIC TABLE OF VISUALIZATION METHODS

 C continuum	 Data Visualization Visual representations of quantitative data in schematic form (either with or without axes)										 Strategy Visualization The systematic use of complementary visual representations in the analysis, development, formulation, communication, and implementation of strategies in organizations.	 G graphic facilitation					
 Tb table	 Ca cartesian coordinates	 Information Visualization The use of interactive visual representations of data to amplify cognition. This means that the data is transformed into an image, it is mapped to screen space. The image can be changed by users as they proceed working with it										 Metaphor Visualization Visual Metaphors position information graphically to organize and structure information. They also convey an insight about the represented information through the key characteristics of the metaphor that is employed	 Et cartoon				
 Pi pie chart	 L line chart	 Concept Visualization Methods to elaborate (mostly) qualitative concepts, ideas, plans, and analyses.										 Compound Visualization The complementary use of different graphic representation formats in one single schema or frame	 Ri rich picture				
 B bar chart	 Ae area chart	 R radar chart cobweb	 Pa parallel coordinates	 Hy hyperbolic tree	 Cy cycle diagram	 T timeline	 Ve venn diagram	 Mi mindmap	 Sq square of oppositions	 Cc concentric circles	 Ar argument slide	 Sw swim lane diagram	 Gc gantt chart	 Pm perspectives diagram	 D dilemma diagram	 Pr parameter ruler	 Kn knowledge map
 Hi histogram	 Sc scatterplot	 Sa sankey diagram	 In information lense	 E entity relationship diagram	 Pt petri net	 Fl flow chart	 Cl clustering	 Lc layer chart	 Py minto pyramid technique	 Ce cause-effect chains	 Ti toulmin map	 Dt decision tree	 Cp cpm critical path method	 Cf concept fan	 Co concept map	 Ic iceberg	 Lm learning map
 Tk tukey box plot	 Sp spectrogram	 Da data map	 Tp treemap	 Cn cone tree	 Sy system dyn./ simulation	 Df data flow diagram	 Se semantic network	 So soft system modeling	 Sn synergy map	 Fo force field diagram	 Ib ibis argumentation map	 Pr process event chains	 Pe pert chart	 Ev evocative knowledge map	 V Vee diagram	 Hh heaven's 's' hell chart	 I isofornal

Cy Process Visualization

Hy Structure Visualization

Overview
 Detail
 Detail AND Overview
< > **Divergent thinking**
> < **Convergent thinking**

Note: Depending on your location and connection speed it can take some time to load a pop-up picture.

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version 1.5

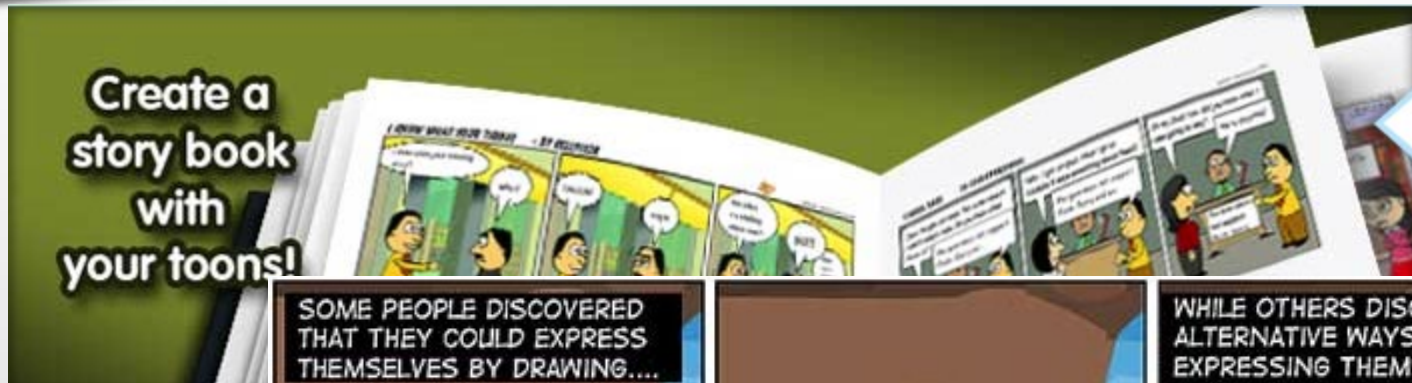
Su supply demand curve	Pe performance charting	St strategy map	Oe organization chart	Ho house of quality	Fd feedback diagram	Ft failure tree	Mq magic quadrant	Ld life-cycle diagram	Po porter's five forces	S s-curve	Sm stakeholder map	Is ishikawa diagram	Tc technology roadmap
Ed edgeworth box	Pf portfolio diagram	Sg strategic game board	Mz mitsubishi's organigraph	Z zwicky's morphological box	Ad affinity diagram	De decision discovery diagram	Bm bcg matrix	Stc strategy canvas	Vc value chain	Hy hype-cycle	Sr stakeholder rating map	Ta taps	Sd spray diagram


Periodic Table of Visualization Methods


http://www.visual-literacy.org/periodic_table/periodic_table.html


Hover over the elements on this table to see a range of ways to display thinking visually.


Create a story book with your toons!




ToonDoo Maker
Create your own comics! 

Book Maker
Make a ToonBook! 

TraitR
Make a character! 

ImagineR
upload! 

touches! 

TOONDOO

<http://www.toondoo.com/>

Toondoo is the fastest way to make a comic strip!

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The Visual Literacy Toolbox: *Learning to Read Images*

College of Arts & Humanities, University of Maryland College Park

Intro

Online Activities

Activity Plans

Bank of Questions

Learning Objectives

Additional Resources

Basics

Comments

Introduction

Visual literacy is a multi-faceted subject matter, and faculty wishing to include images in their curriculum can quickly find themselves overwhelmed by the prospect of addressing visual literacy. For an introduction to the topic visit **The Basics of Visual Literacy: Form, Context and Content**. The following tools are intended to help faculty customize their curricula to incorporate visual literacy in ways that suit their individual instructional needs. Some faculty may want to teach visual literacy as a one-time in- or out-of-class activity. Others may want to teach visual literacy as multi-week or semester-long elements of their courses.


Each one of the following tools can stand alone, or they can be combined with one another to build a customized visual literacy curriculum that suits your needs.

Online Activities: a compilation of online activities contributed by faculty.

Activity Plans: activities and lesson plans contributed by faculty teaching with images.

Bank of Questions: a variety of entry points for exploring the components of visual literacy.

Learning Objectives: suggested strategies for using Toolbox elements to interpret, translate, construct and apply images.



Visual Literacy Toolbox

<http://vislit.arhu.umd.edu/>

A great resource from the University of Maryland College Park.



10 Intriguing Photographs to Teach Visual Thinking Skills. The Learning Network

<https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/>

Photographs, lessons, ideas, and more

CREATE A GRAPH

Help

Examples

? Graphs and charts are great because they communicate information visually. For this reason, graphs are often used in newspapers, magazines and businesses around the world.

NCES constantly uses graphs and charts in our publications and on the web. Sometimes, complicated information is difficult to understand and needs an illustration. Graphs or charts can help impress people by getting your point across quickly and visually.

Here you will find five different graphs and charts for you to consider. Not sure about which graph to use? Confused between bar graphs and pie charts? Read our:

[Create A Graph Tutorial](#)

Bar

Line

Area

Pie

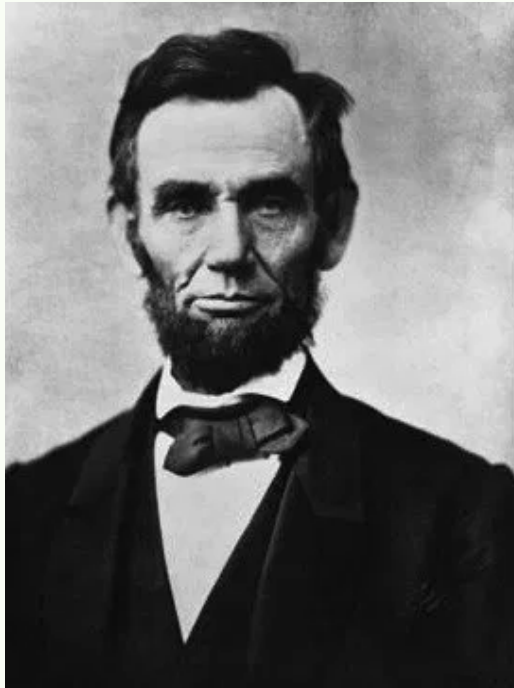
XY

Please select a graph type to begin

Create a Graph: National Center for Education Statistics

<https://nces.ed.gov/nceskids/createagraph/>

An easy option to using Word.



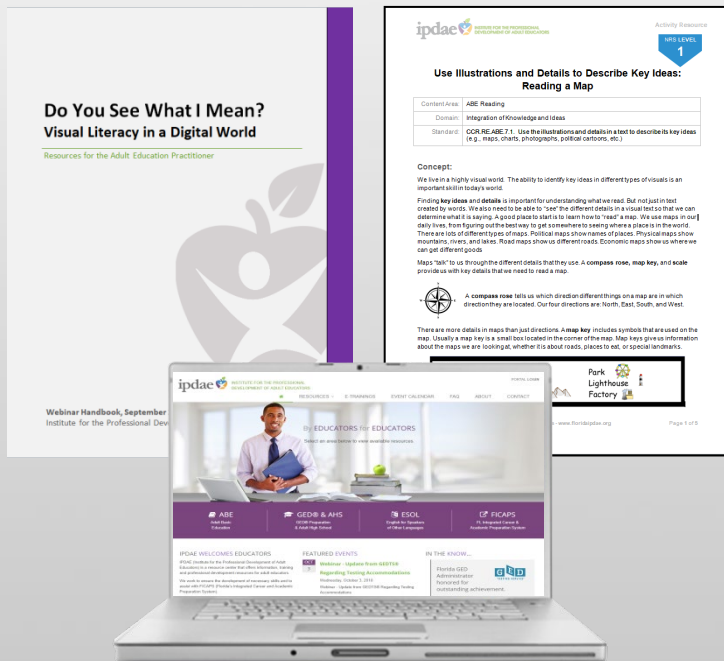
“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln



Visuals aren’t always what they seem!

Check out Florida
IPDAE for more
resources and ideas!



floridaipdae.org

- **Workbook**
- **Activities for Visual Literacy**
- **Websites**
- **Reading Matrix/Activities**

Stay Tuned for . . .

- **Fall Workshop – Unlocking the Learning to Build Resilient Learners (ABE/ESOL)**
 - Three Times a Charm
 - Fractions – No Problem!
- **Reading, Math, TABE Webinars**
- **Activities Aligned with Math and Reading Matrices**
- **More . . .**





Please complete this quick survey.

*Everyone can learn from each other,
independent of time, space, place,
and device*

Always here to assist!

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Thank You!