

# Seeing is Believing: Visual Literacy in the 21<sup>st</sup> Century

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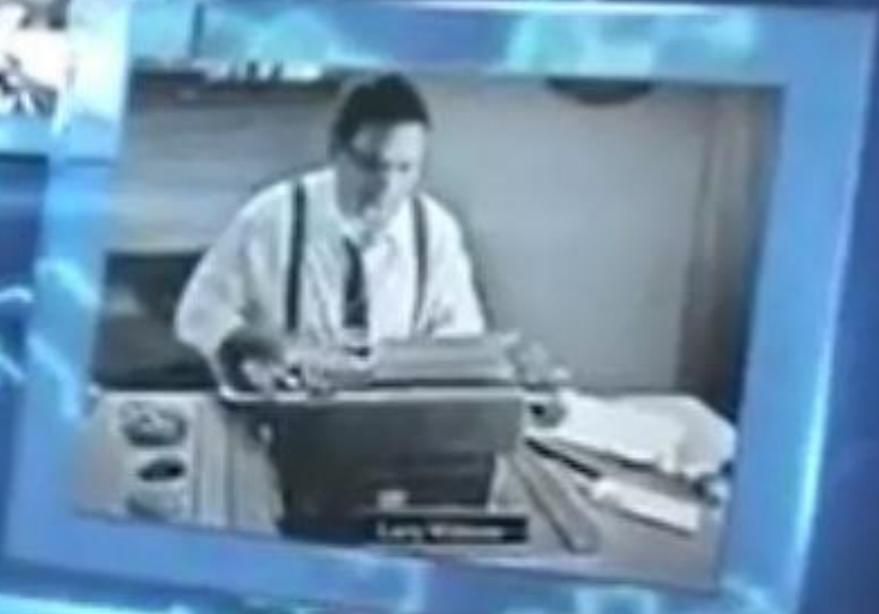
- NC A+ Fellow
- Executive Director



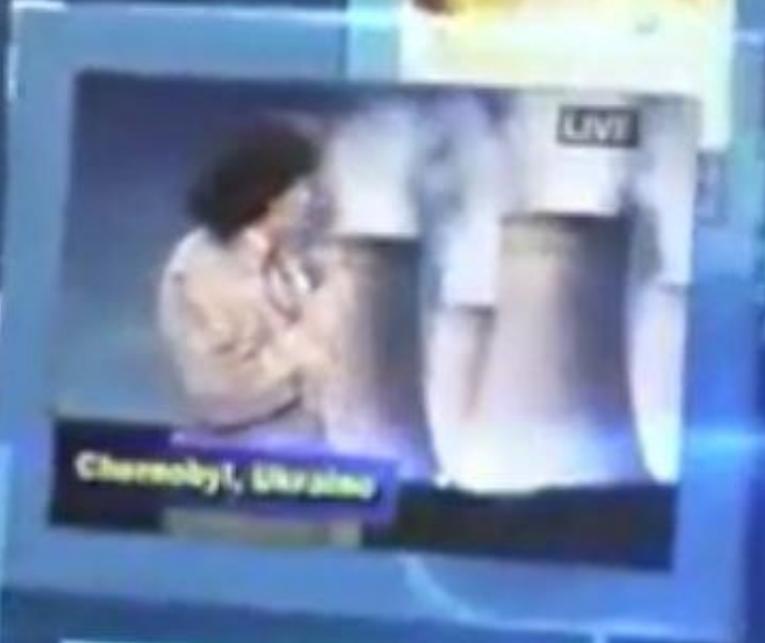


Write down 3 images you saw.

Give a reason you think that image was chosen.

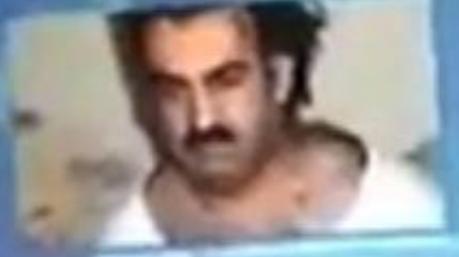






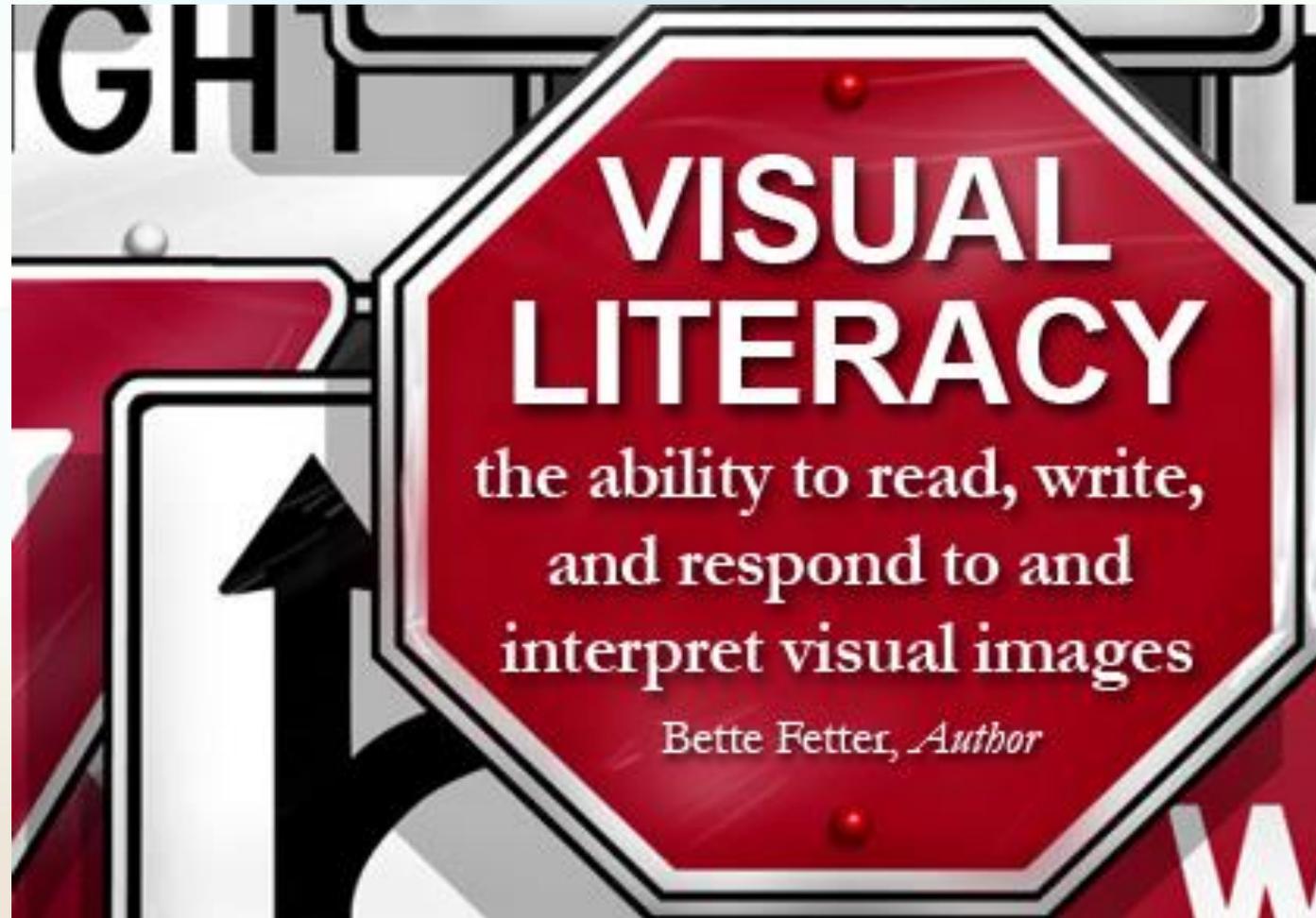
Chernobyl, Ukraine





# Visual Literacy

What is it and why is it important?



- **Knowledge Visualization**

graphic representations that help  
you make decisions

# American College and Research Library

## ACLR standards

- Determine the nature and extent of the visual materials needed
- Find and access needed images and visual media effectively and efficiently
- Interpret and analyze the meanings of images and visual media
- Evaluate images and their sources
- Use images and visual media effectively
- Design and create meaningful images and visual media
- Understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and access and use visual materials ethically

# American College and Research Library

## 7 standards of Visual Literacy

- 1 – defines
- 2 – accesses
- 3 – interprets
- 4 – evaluates
- 5 – uses
- 6 – designs
- 7 – ethics

***“The importance of images and visual media in contemporary culture is changing what it means to be literate in the 21st century. Today's society is highly visual, and visual imagery is no longer supplemental to other forms of information. New digital technologies have made it possible for almost anyone to create and share visual media. Yet the pervasiveness of images and visual media does not necessarily mean that individuals are able to critically view, use, and produce visual content. Individuals must develop these essential skills in order to engage capably in a visually-oriented society. Visual literacy empowers individuals to participate fully in a visual culture.”***

From the ACRL Board of Directors, 2011

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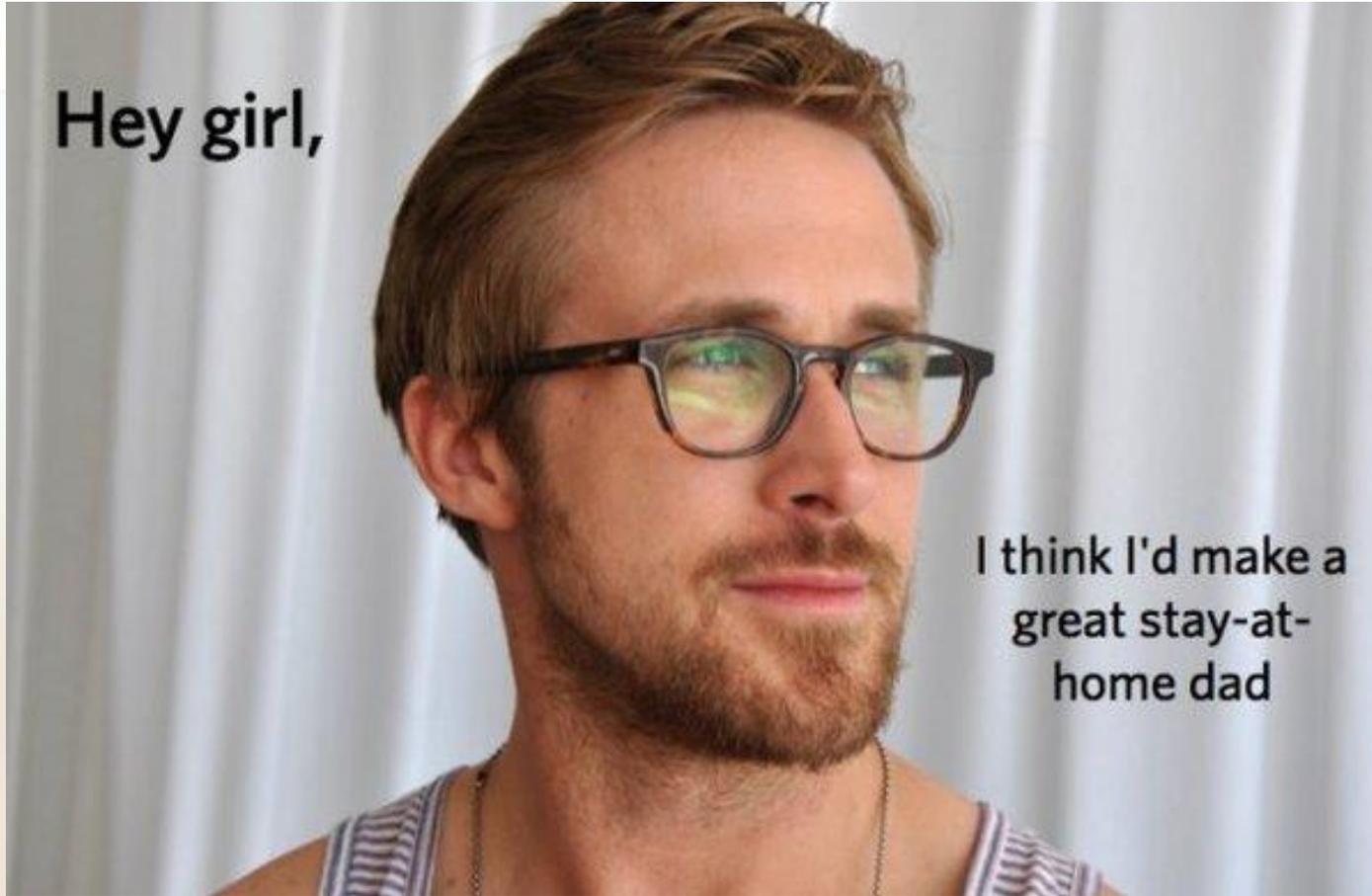
***Individuals must develop these essential skills in order to engage capably in a visually-oriented society.***

***Visual literacy empowers individuals to participate fully in a visual culture.***

# From Todd Finley – Edutopia Blogger and Assistant Editor

On their own -- without **explicit, intentional and systematic instruction** -- students will not develop VL skills because the language for talking about images is so foreign.

Ever heard kids debate the object salience and shot angles of a Ryan Gosling meme?



Hey girl,

I think I'd make a  
great stay-at-  
home dad

# And just some of the sources of visual imagery

- Advertisements
- Cartoons
- Charts
- Collages
- Comic books
- Diagrams
- Dioramas
- Websites
- DVDs
- Graphic Novels
- Graphs
- Icons
- Magazines
- Maps
- Memes
- Multimodal Texts
- Photos
- Pictograms
- Political cartoons
- Signs
- Slide shows
- Storyboards
- Symbols
- Tables
- Timelines
- Videos
- AND???????

# Seeing is believing



Right.....



# American College and Research Library

## 7 standards of Visual Literacy

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- Which of these are students fully engaged in in our schools?
- Where must we, as educators, focus more explicit instruction?

- Common Core State Standards (CCSS)
  - [CCSS.ELA-Literacy.RH.6-8.7](#): "Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts."
  - [CCSS.ELA-Literacy.CCRA.R.7](#): "Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words."
  - [CCSS.ELA-Literacy.CCRA.R.6](#): "Assess how point of view or purpose shapes the content and style of a text."
  - [CCSS.ELA-Literacy.CCRA.SL.1](#): "Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."
- National Council of Teachers of English Standards (NCTE)
  - [Standard 1](#): Students read a wide range of print and non-print texts.
- The Mid-Continent Research for Education and Learning Corporation (McRel)
  - [Standard 9](#): Uses viewing skills and strategies to interpret visual media.

How can we do this when we already have so much content to cover?

# Integration!!!

# A Few Lesson Examples:

# Poster Analysis

# The World Wars

## Propaganda Poster Project

7<sup>th</sup> grade students studied WW I and II, and the use of propaganda to influence public opinion and actions.

**Potential Topics:** (select at least 1)

Military Recruitment

War Bonds

Demonizing other Countries

Recruiting African-American Soldiers

Conserving Resources

Stopping Gossip

Women Entering the Workforce

Income Taxes

**Propaganda Tools:** (select at least 3)

Catchy Slogans

Humor

Nationalism

Euphemisms

National Symbols

Lies

Exaggeration

Scare Tactics

Guilt

Military Honor

Famous People

Stereotypes (discuss with teacher to make sure you are using this tool in a school-appropriate way)

1.	What are the main colors used in the poster? <input type="text"/>
2.	What symbols (if any) are used in the poster? <input type="text"/>
3.	If a symbol is used, is it a. clear (easy to interpret)? <input type="text"/> b. memorable? <input type="text"/> c. dramatic? <input type="text"/>
4.	Are the messages in the poster primarily visual, verbal, or both? <input type="text"/> <span style="border: 1px solid black; padding: 2px;">Limit response for each question to 2 lines of text</span> <input type="text"/>
5.	Who do you think is the intended audience for the poster? <input type="text"/>
6.	What does the Government hope the audience will do? <input type="text"/>
7.	What Government purpose(s) is served by the poster? <input type="text"/>
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? <input type="text"/>



*Longing won't bring him back sooner...*

**GET A WAR JOB!**

**SEE YOUR U. S. EMPLOYMENT SERVICE**

WAR MANPOWER COMMISSION

Explore Create Achieve  
**ARTSPACE**  
CHARTER SCHOOL



Don't Let That Shadow Touch Them  
*Buy* **WAR BONDS**







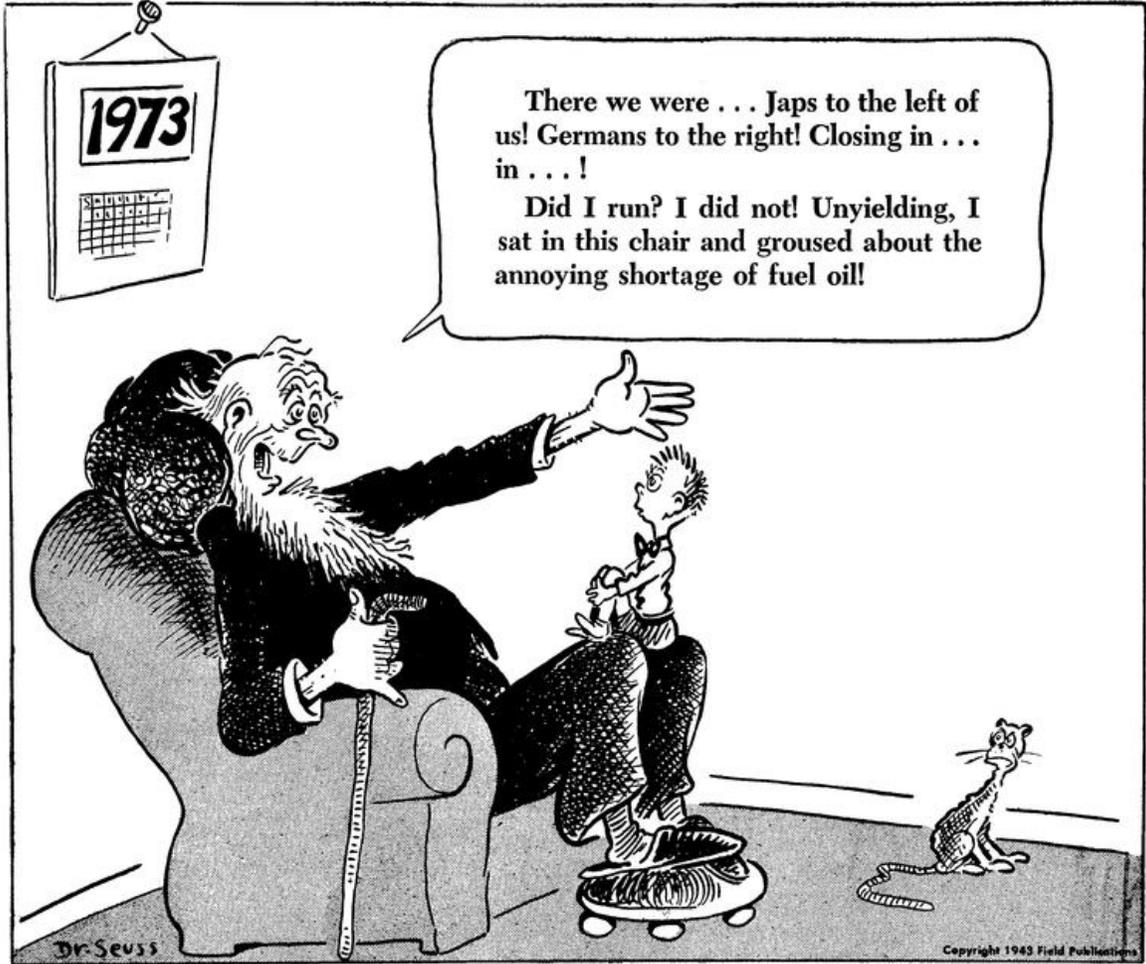
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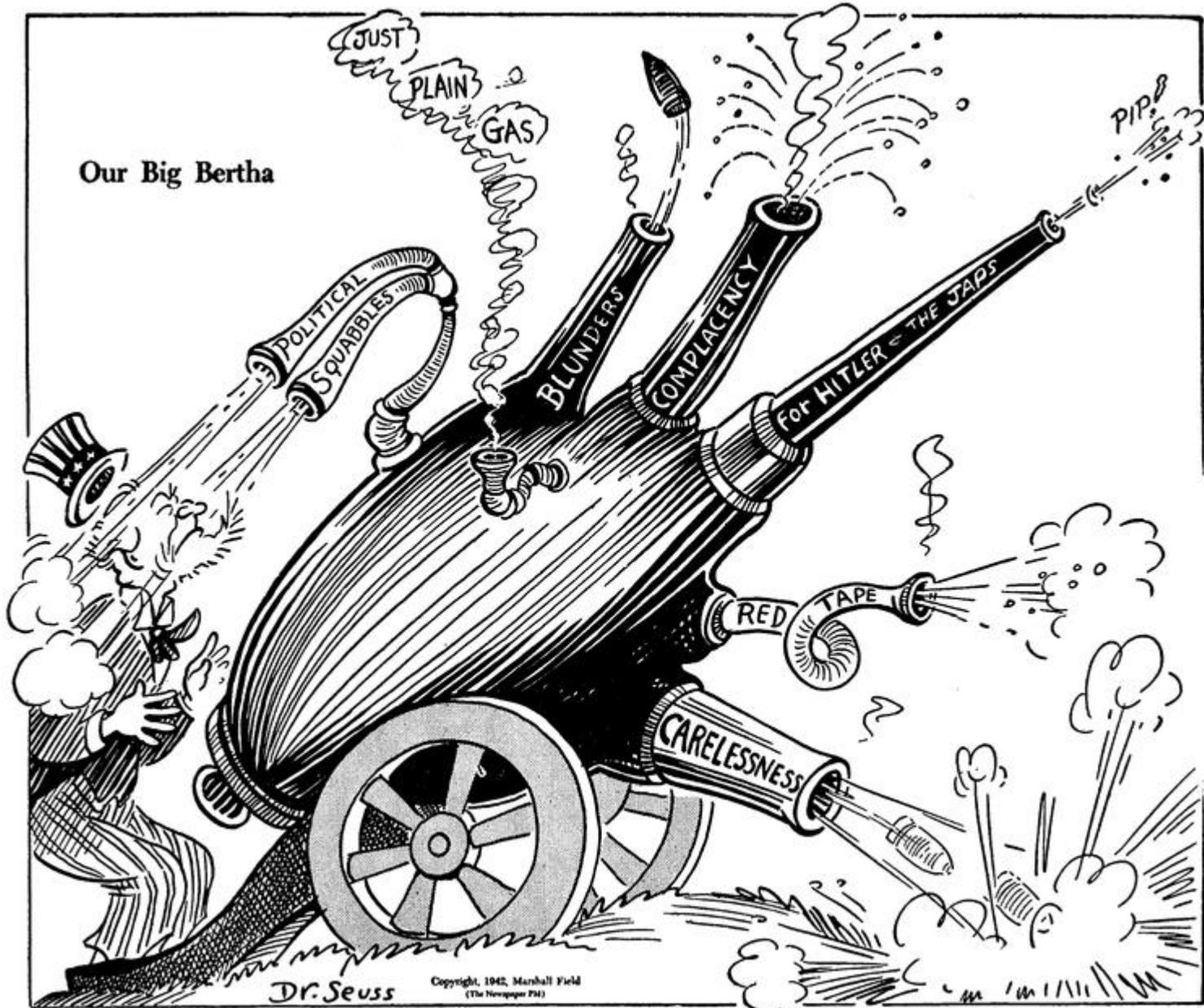
# Cartoon Analysis

# Think alouds – adapting a reading strategy to a visual strategy

- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just saw?
- Do I have a clear picture in my head about this information?
- What more can I do to understand this?
- What were the most important points in this cartoon?
- What new information did I learn?
- How does it fit in with what I already know?

### The Veteran Recalls the Battle of 1943



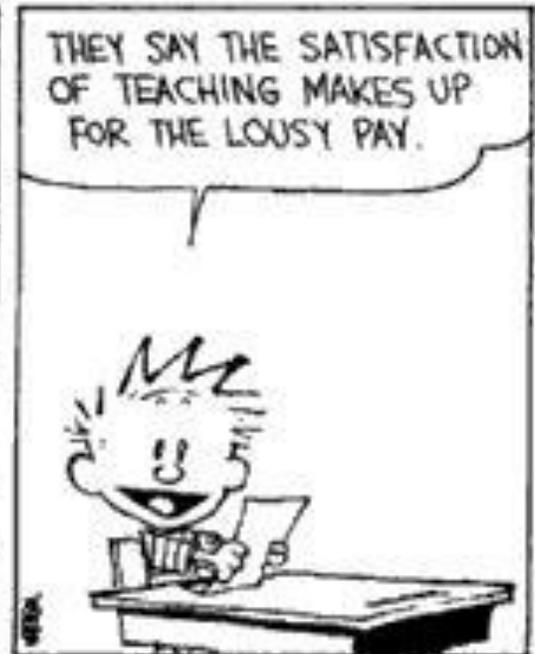
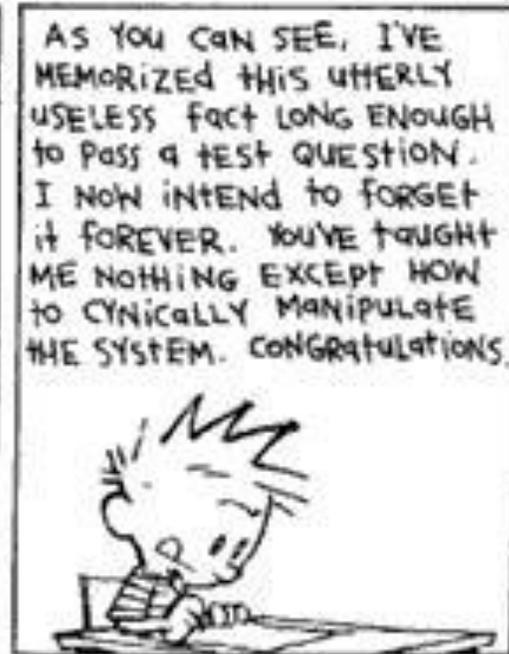
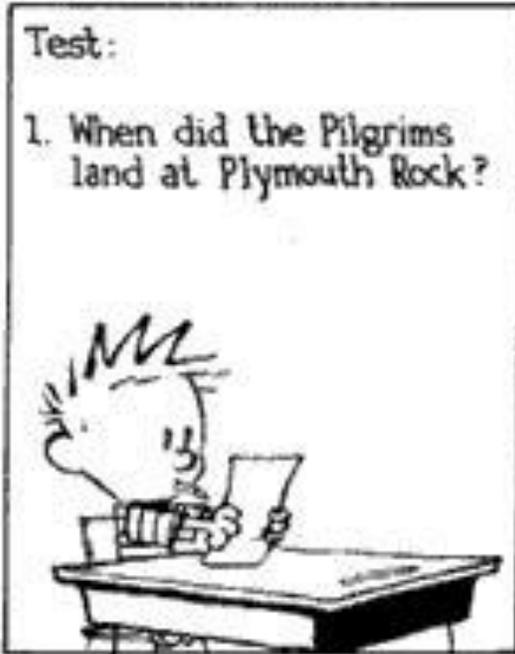


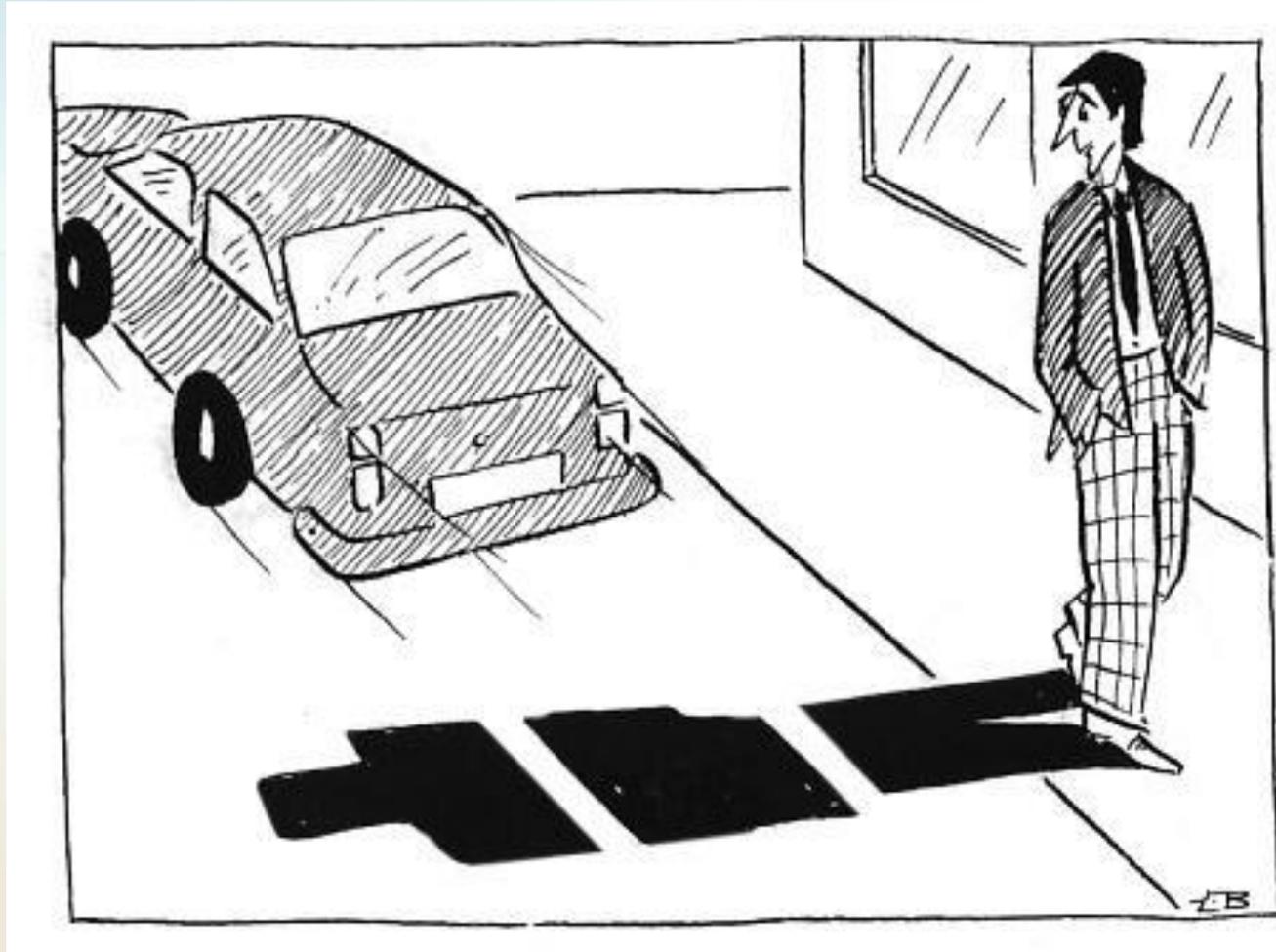
Our Big Bertha

Dr. Seuss Copyright, 1942, Marshall Field (The Newspaper PM)

# The Great U. S. Sideshow







What do I know about this topic?

What do I think I will learn about this topic?

Do I understand what I just saw?

Do I have a clear picture in my head about this information?

What more can I do to understand this?

What were the most important points in this cartoon?

What new information did I learn?

How does it fit in with what I already know?

# Photo Analysis

# 4 W's

Prompts	Answers
<b>What do I see?</b> [What do you observe? What else?]	
<b>What does it remind me of?</b> [Another image? A personal experience?]	
<b>What's the artist's purpose?</b> [To Analyze? Persuade? Express? Document? Entertain?]	
<b>So What?</b> [Why does it matter? What is the significance?]	







# Context

These were pictures from 1942 of Japanese Americans being moved to Internment Camps (Manzanar in California) for the duration of the WWII.

How does context change/influence VL of a photograph/visual element?

# How do we teach use and design?

Use images and visual media effectively  
Design and create meaningful images and visual media

## Visual Arts Instruction

Elements and Principals of Design

Feedback

On-going Instruction- Graphic Design

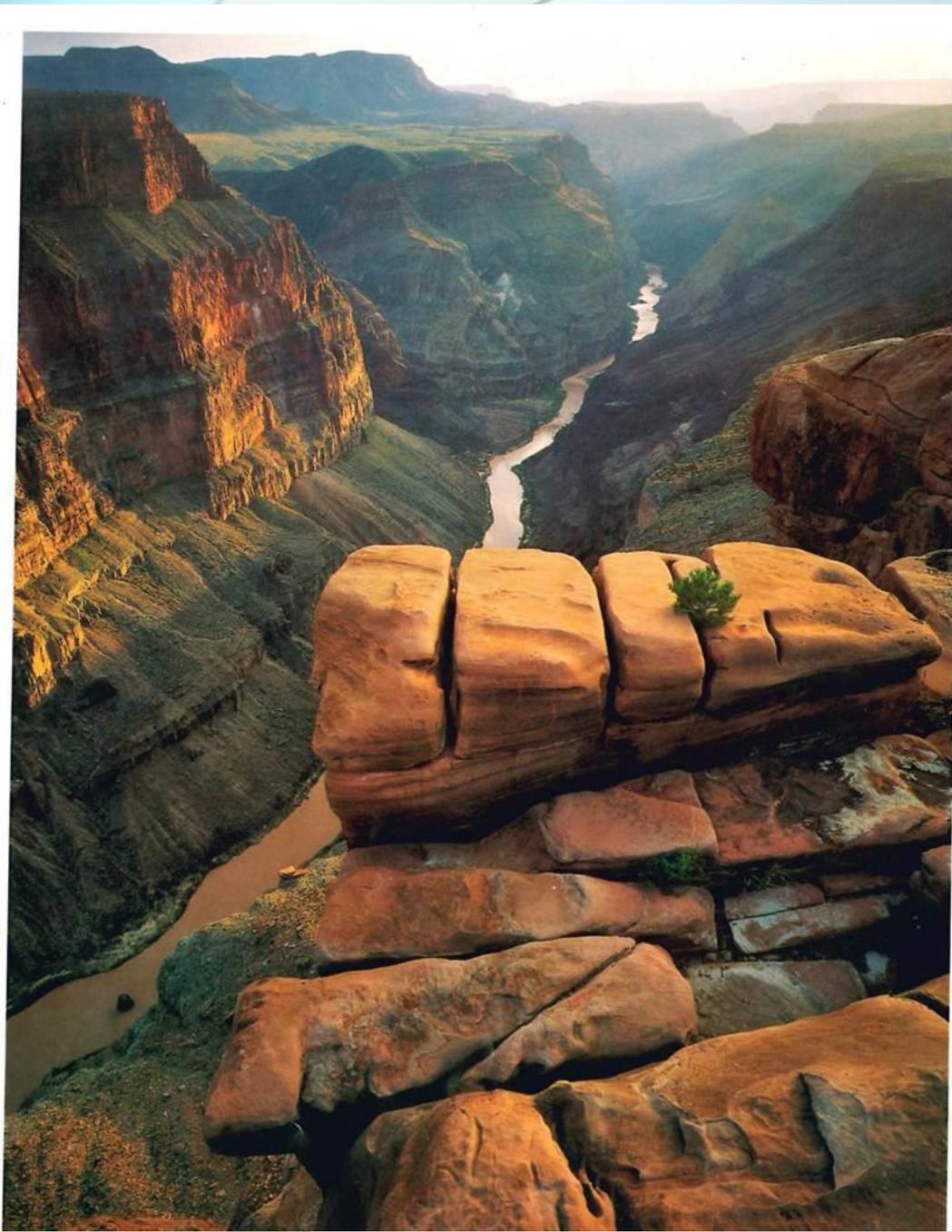
Accountability- students must articulate meaning

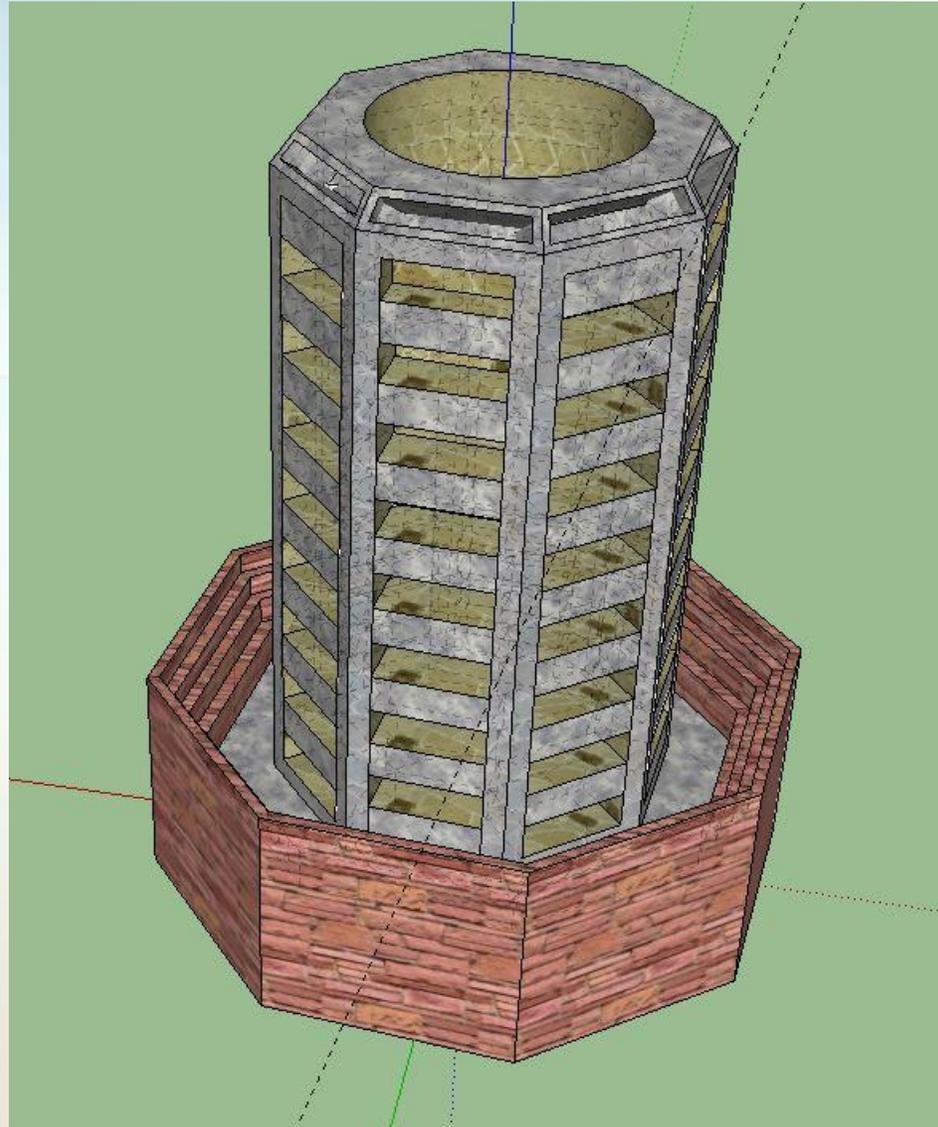
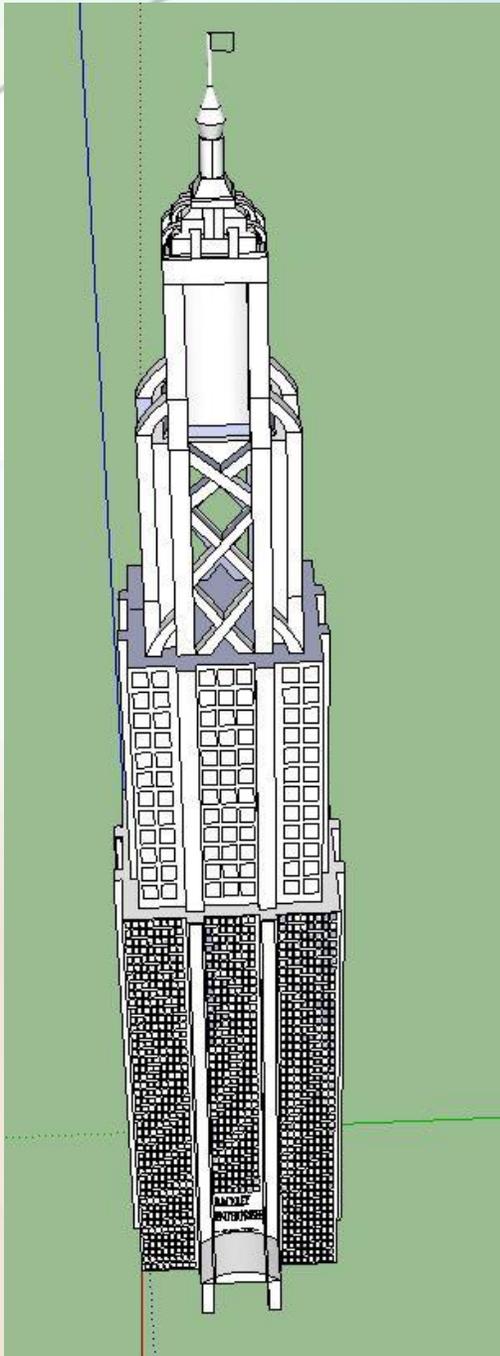
# Technology Instruction

Find and access needed images and visual media  
effectively and efficiently













# How do we teach ethics?



Seeing is believing?

# Some online resources

# Resources

- **The Literacy Toolbox** - created by the College of Arts and Humanities, University of Maryland College Park

<http://www.humanities.umd.edu/vislit/activities.php>

- **Blog by Todd Finley in Edutopia** -

<http://www.edutopia.org/blog/ccia-10-visual-literacy-strategies-todd-finley>

# Resources

- **The National Archives Teaching with Documents** - <http://www.archives.gov/education/lessons/>
- **Library of Congress** - <http://www.loc.gov/>

# Final Analysis - Questions/Comments

How do we weave  
intentionality of Visual Literacy  
skills into classroom  
instruction?

Thank you

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