



Overview

Visual Literacy Strategies in the Classroom



OVERVIEW

Brain researchers tell us that the human brain is a pattern detector and that 70%-90% of all brain inputs are visual. Thus, instructional strategies that use strong visual inputs are of interest to teachers as we strive to promote student thinking, understanding and application of knowledge. In our quest to create digital age learning experiences for students, the development of technology-rich learning activities becomes important. In this six-week course (plus an initial week of orientation), designed for K-12 teachers, participants learn to use technology to facilitate the effective use of four visual learning strategies.

First, we will examine both brain and educational research that supports the effectiveness of visual learning strategies. In subsequent weeks we will explore four visual learning strategies: using graphic organizers, using photographs, creating pictures, and utilizing virtual models. As we explore each visual learning strategy we will experiment with a technology tool that can be used to locate, create, edit, or comment on the visual. Weekly discussions will help participants focus on how technology tools can be integrated into instructional practice to support learning. As the course progresses, teachers will create a lesson plan design that incorporates technology-facilitated visual learning strategies that are used to help students reach a curricular goal.



GOALS

1. Participants will understand the research surrounding visual strategies and their effectiveness.
2. Participants will implement visual strategies using technological resources to create digital-age instructional experiences that promote student learning, creativity, and higher-order thinking. Visual strategies include: graphic organizers, effective photographs, and models/simulations.

Measurable Objectives

Participants will:

1. Create a graphic organizer
2. Utilize guidelines for choosing an effective photograph
3. Manipulate digital images
4. Locate and use a model or simulation



FINAL PRODUCT

Participants will design a lesson that incorporates technology-facilitated, visual learning strategies that are used to help students reach a curricular goal.



COURSE EXPECTATIONS

This workshop is divided into six one-week sessions (after an initial orientation week) which each include readings, activities, and an online discussion among workshop participants. Participants should expect to spend 4-5 hours per week in order to adequately complete the work.

The outline for the workshop is as follows:

Orientation	Introductions and Navigating Blackboard
Session One	Visual Strategy and Brain Research
Session Two	Graphic Organizers
Session Three	Visual Literary: Photographs
Session Four	Enhancing Photos for the Classroom
Session Five	Sketches, Drawings, and Timelines
Session Six	Virtual Environments

These are suggested criteria to be used for evaluating successful participation in and completion of this workshop.

Discussion Board Postings	Participants are expected to respond to the online discussion prompt in each of the course sessions with an original posting. Participants are also expected to respond to the postings of at least two other course participants in each session. Guidelines for discussion postings, as developed by the EdTech Leaders Online, are available at the following URL: http://www.edtechleaders.org/documents/discussion_guidelines.htm
Readings and Activities	Participants are expected to complete the required course readings and activities as posted in each of the session assignment pages. Optional readings may also be completed, but are not mandatory.
	Participants are expected to complete and submit the final product

Final Product	during the final workshop session. Final products are individual efforts. Team products are not acceptable without prior, written approval and will only be approved if the product is worthy of the time and effort of multiple participants.
Pre and Post Workshop Surveys	Participants are expected to complete both surveys. The final workshop survey must be completed within one week of the end of the last workshop session.



PREREQUISITES

This is an introductory workshop for teachers, technology specialists, curriculum specialists, professional development specialists, or other school personnel. Participants are expected to have regular access to computers. In addition, participants should be proficient with using email, browsing the Internet, and navigating to computer files.



CONTENT AND TECHNOLOGY STANDARDS

This workshop will help participants meet the 2008 ISTE NETS for Teachers, especially Standards I, II and III. For more information about Technology Integration visit: <http://www.iste.org>



ABOUT THIS WORKSHOP

This course was developed by educators as part of the eLearning Delaware initiative. [eLearning Delaware](#) is Delaware's implementation of the [eLearning for Educators](#) Initiative, a project funded through a federal Ready to Teach grant and a multi-state collaboration between ten state education agencies and associated public broadcast stations. eLearning Delaware partners are the [Delaware Center for Educational Technology](#), the [Delaware Department of Education](#), and [WHYY](#).