

Literature Review:

Ballenger, H. (2014). *Photography: A Communication Tool*. Atlanta: ScholarWorks @ Georgia State University.

Photography is a tool that is used to communicate emotion, feelings, messages, beauty and horror. This research paper identifies a need to use photography as a communication tool specifically as an art medium in regards to social justice. One use of photography is communication of activities of daily life, to photojournalistic stories. This article also reviews ways in which teachers can incorporate the student of photography into their curriculum. Also, included in this research is the goal to promote awareness to administrators, community members and students. By using photography to promote an issue in social justice, the students can focus on learning the various concepts of the curriculum in a memorable way that will facilitate critical thinking and learning. (Ballenger, 2014)

Brown, N. (2016). *Keeping up with Visual Literacy*. Retrieved from Association of College & Research Libraries: http://www.ala.org/acrl/publications/keeping_up_with/visual_literacy

Visual literacy is a “set of abilities that enables an individual to find, interpret and evaluate the use of creative images in media”. Not only is this stressed in the arts, but also in all academic areas to expand the critical thinking of students. Students need various opportunities to work with visual content to exercise their skills of analysis, evaluation, interpretation and how images are used ethically and reflectively.

There are 7 main areas that branch out from visual literacy. The first area is defining the images that are needed in a particular circumstance. This includes generating ideas and criteria for images. The second is in finding images through research and discovery where students can select and organize as well as identify the images they find. Additional areas that make up visual literacy are: Interpret & analyze, evaluation, effective use of imagery, creation of visual media, and the ethical use of images and citation.

Connors, S. (2010, Summer). The Best of Both Worlds: Rethinking the literary merit of graphic novels. *The ALAN Review*, pp. 65-70.

This article examines the professional debate that it is possible to augment learning in the classroom with graphic novels. The comic books or graphic novels show a different way to put text to images that will engage students in the classroom and embrace the material. Connors worked with many students in his study and classrooms and he stated: “My experiences working with the high school students who participated in my study consistently suggested that graphic novels are capable of inspiring high-level thinking, of stimulating rich discussion, and of fostering aesthetic appreciation—an observation the students shared (Connors, 2010). All in all, the students in the study did agree that young adult literature would be a good place for graphic novels to be of value.

Considine, D. (1999). *Critical Viewing and Critical Thinking Skills*. Retrieved from Center for Media Literacy: <http://www.medialit.org/reading-room/critical-viewing-and-critical-thinking-skills>

Critical viewing is linked directly to critical thinking skills in children. This source is an excerpt from a book called *Visual Messages: Integrating Imagery into Instruction* by David Considine from Reich College of Education at Appalachian State University in Boon NC. In his book from 1999. Even though this book is older, the principles of critical viewing still apply. In 1999, the television screen was seen as a new kind of literacy – visual literacy – which children need to thrive in a technological world. The five main components that Considine focuses on in his book are: 1) Interpreting the internal content of the program; 2) Interpreting the internal construction of the frame; 3) Recognizing the external forces and factors shaping the program; 4) Comparing and contrasting media representations with reality; and 5) Recognizing and responding to the potential impact of television form and content. While these are all focused on the vertical viewing from television, all of these 5 elements still apply to any type of media on a screen. This can all be applied to video games, social media and of course, media on phones as well.

Gleeson, M. (2014). Analysing the Impact of Digital Photography Projects on Student Engagement and Performance in a Higher Education Engineering Discipline. *Engineering: Education and Innovation at ARROW@DIT*. (pp. 5623-5633). Dublin: Dublin Institute of Technology.

This conference papers examines student performance before the adoption of integrating digital photography in curriculum. The students are engineering students, however the study can have transferrable results across many programs in higher education. The study adopts an alternative pedagogic approach using digital photography as a tool to engage students. The various activities were designed to replicate construction practice and focus on images as a way to communicate and learn. These various strategies helped lessen the literacy challenges associated with the traditional lecture style of teaching. Throughout the study, a questionnaire revealed various perceptions that showed students gained a deeper understanding of the subject matter and experienced a richer learning experience when photography was incorporated into the curriculum (Gleeson, 2014). Exams taken by these students also showed better performance from the student cohorts that have digital photography incorporated into the curriculum than the groups who did not. This study represents the success of implementing a teaching strategy which incorporates photography as a way to improve student learning in this particular engineering program area.

Golden, J. (1990). A Semiotic Perspective of Text: The Picture Story Book Event. *Journal of Literacy Research*, 203-219.

The study of signs and symbols is referred to as a semiotic where elements are used to depict and communicate behavior. Text is a term that had various meanings which reflect a particular discipline perspective, or represents a cognitive [psychology in social exchanges. In this journal article: A Semiotic Perspective of Text: The Picture Story Book Event, examines how pictures and words relate in picture books. This article also explores how one picture story books was

constructed during a teacher-student-text interaction in a second-grade classroom (Golden, 1990).

Even though this journal article is older, it still illustrates the verbal-visual cues and the role that text plays in the dimension of graphical stores. It also reviews the teacher's performance and instructional cues that students give in order to know when words vs images are more useful. Also, as the teacher read a story to the students, then had the children illustrate their own words which illustrated an understanding of their interpretation of the story. The use of illustration, images and photos can help facilitate learning in children.

Hattwig, D., Bussert, K., Medaille, A., & Burgess, J. (2012). Visual Literacy Standards in Higher Education: New Opportunities for Libraries and Student Learning. *Libraries and the Academy*, 61-89.

Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use and create images and visual media. These skills equip students with the ability to understand and analyze various components in the production of visual materials. These components are: cultural, ethical, aesthetic, and intellectual and of course technical. When you have a visually competent consumer of visual media, they not only are critical, but also help create a shared knowledge and culture. Also, this journal article covers the Visual Literacy Competency Standards for Higher Education which outline specific learning outcomes for visual learning in higher education. These standards should lead to campus-wide collaborative efforts to help develop student's skills in critical thinking with regard to visual materials.

Pacific Policy Research Center. (2010). *21st Century Skills for Students and Teachers*. Honolulu: Kamehameha Schools Research & Evaluation.

The 21st Century skills is a literature review that goes into multiple areas of skills that are deemed necessary for students in this century. The report focuses on various skills that educational decision makers need to acknowledge that lead to students not being prepared for the future. This research states that the 21st century skills acquisition of student achievement needs to expand and grow with current research for students to have skills that will contribute to their success in the workforce. The recommendations that have been suggested by this research are: developing teacher professional development programs and workshops that focus specifically on 21st century skills instruction, b) integrating 21st century skills training into teacher preparation and certification programs, c) developing on-line professional learning communities to provide support for teachers, d) invest in a ICT and provide professional development opportunities for both ICT staff and teachers, e) develop professional development opportunities for the faculty of colleges of education that address 21st century skills, and f) integrate 21st century skills into both student and teacher standards. (Pacific Policy Research Center, 2010).

Rood, C. (1995). *Critical Viewing and the Significance of the Emotional Response*. ERIC, US Dept of Ed. Chicago: Annual Conference of the International Visual Literacy Association. Retrieved from <http://files.eric.ed.gov/fulltext/ED391490.pdf>

This paper is dated from 1995 and is older, however the information is still valid in regards to visual literacy. The main purpose of this paper is to explore the rationale before the objective evaluation of visual images by the use of critical viewing or thinking. This was advocated at the time by a visual literacy movement that disregarded the significance of the role emotions play in the experience between and subject-object relationship.

This paper digs deep into the theory of emotions in relation to visual imagery. The theory discusses that people, nature, and art are transformed as emotions for an individual action. Carrie Rood also discusses the interrelation between the mind of the viewer and the image or object being viewed is an independent reaction and relation. This is used in advertising and marketing frequently, therefore viewers need to be critical and have knowledge of the persuasive communication techniques used in critical viewing and the significance of the emotional response.

Sieber, E., & Hatcher, S. (2012). *Teaching with Objects and Photographs, Supporting and Enhancing Your Curriculum*. Bloomington: Mathers Museum of World Cultures, Indiana University.

This guide was prepared by two members of the Mathers Museum to help teachers learn how to enhance their curriculum by incorporating objects and photographs into their lesson plans. This can be used for teachers from kindergarten all the way into higher education. The range of subject material they cover is broad and includes students in history, community, culture, art, language, math, and science can all include objects and photographs (Sieber & Hatcher, 2012).

This publication review why teaching with objects and photographs not only enhances faculty curriculum, but enhances it so students who may not engage in written material may engage better with visual cues. Photos and objects can be used to reinforce material that students can connect to from their own culture or their own environment. This can also create a direct connection between the object/photo and the student's subject materials by increasing their level of interest and attention. This publication reinforces that a higher level of visual literacy reinforces student learning outcomes.

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