

# The Visual Literacy White Paper

Commissioned by Adobe Systems Pty Ltd, Australia

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Art and Design University of Technology Sydney

## What is visual literacy?

Visual communication is a process of sending and receiving messages using images. **Visual literacy** can be defined as the "ability to construct meaning from visual images" (Giorgis, Johnson, Bonomo, Colbert, & al, 1999: 146). To make meaning from images, the 'reader' uses the critical skills of exploration, critique and reflection. Lapp et al (1999) use the term "intermediality" to describe the combined literacies needed to read in a multi-media world. They stress the importance of active reading based on information visualisation and the importance of visual communication to capture attention, reinforce knowledge and increase audience responses. **Visual literacy is about interpreting images of the present and past and producing images that effectively communicate the message to an audience.**

The term "visual literacy" was first used by the writer John Debes in 1968 (1968). Messaris (1995) defines visual literacy as the gaining of knowledge and experience about the workings of the visual media coupled with a heightened conscious awareness of those workings. Visual literacy includes the group of skills which enable an individual "to understand and use visuals for intentionally communicating with others" (Ausburn & Ausburn, 1978: 291). Visual literacy is what is seen with the eye and what is 'seen' with the mind. A visually literate person should be able to read and write visual language. This includes the ability to successfully decode and interpret visual messages and to encode and compose meaningful visual communications.

Visual literacy involves developing the set of skills needed to be able to interpret the content of visual images, examine social impact of those images and to discuss purpose, audience and ownership. It includes the ability to visualise internally, communicate visually and read and interpret visual images. In addition, students need to be aware of the manipulative uses and ideological implications of images. Visual literacy also involves **making judgements** of the accuracy, validity and worth of images. A visually literate person is able to discriminate and make sense of visual objects and images; create visuals; comprehend and appreciate the visuals created by others; and visualise objects in their mind's eye. To be an effective communicator in today's world, a person needs to be able to interpret, create and select images to convey a range of meanings.

There are many forms of visual communication including gestures, objects, signs and symbols. Visual sign systems are everywhere. For example, dance, film, fashion, hairstyles, exhibitions, public monuments, interior design, lighting, computer games, advertising, photography, architecture and art are just some examples of visual communication. To be visually literate a person should be able to:

- analyse and interpret images to gain meaning within the cultural context the image was created and exists;
- analyse the syntax of images including style and composition;
- analyse the techniques used to produce the image;
- evaluate the aesthetic merit of the work;
- evaluate the merit of the work in terms of purpose and audience; and
- grasp the synergy, interaction, innovation, affective impact and/or 'feel' of an image

## TABLE OF CONTENTS

1. What is visual literacy?
2. The history of visual literacy
3. Why is visual literacy important?
3. The grammar, syntax and semantics of visual literacy
4. Why teach visual literacy?
5. Strategies to promote visual literacy
7. Visual literacy and technology
8. Further Reading
8. Interesting Websites



# The Visual Literacy White Paper

**Lynell Burmark**



## **The Visual Literacy White Paper:**

**A Slow Approach to Visual Literacy in Higher Education** Dana Statton Thompson, Stephanie Beene, 2025-04-10 The principles of slow librarianship which prioritizes reflection collaboration solidarity and valuing all kinds of contributions can also support deeper and more sustained learning and understanding This book emphasizes the importance of attention and focus to the process of visual literacy demonstrating how this approach supports ACRL's Visual Literacy Competency Standards for Higher Education and the Framework for Visual Literacy in Higher Education Library workers educators and instructors will discover dozens of flexible lesson plans for teaching visual literacy scaffolded by competency levels novice intermediate and advanced ways to integrate slow looking into the classroom emphasizing careful observation and the sustained act of looking techniques for showing learners how to select images with intention as well as carefully determine when and how to share those images reasons why slow creating is essential to understanding and applying visual literacy in the twenty first century and a look at how increasing access to internet connectivity generative artificial intelligence AI and new ethics for sharing and using information online will affect the future of visual literacy *Yin and Yang in the English Classroom* Sandra Eckard, 2014-12-31 English studies today are driven by demanding curriculum but this need is often met with unenthusiastic students Fun work like movie days or projects is often seen as what to do after the real work is finished But what if instructors could blend the two pieces together more effectively motivating students with interesting material while still achieving curriculum goals This text attempts to fuse the pieces in to a cohesive philosophy Yin and Yang in the English Classroom Teaching With Popular Culture Texts is designed to provide college professors and high school teachers with both halves they need to tackle the job of teaching students literature and writing skills theoretical foundations of and practical applications for the modern classroom In addition to theory and research each chapter also offers ready to use activities and projects that can be immediately brought into the classroom Whether you're new and need a guide to begin your journey as a teacher or you're experienced and want to add some spice to your classroom this text can offer new ways to fold popular culture effectively into your teaching toolbox Other key features of this book include Clear easy to read sections for each chapter including a Review of Current Literature and Classroom Connections Student centered solutions to increase engagement with popular culture and technology Step by step plans for taking the activities from the page to the classroom easily **Using Social Media in the Classroom** Megan Poore, 2015-11-09 A book for every teacher's bookshelf This book gives a comprehensive overview of the tools and apps that can be used to help turn a mediocre teaching session into an outstanding one Cheryl Hine Leeds City College Megan Poore's updated text is needed more than ever as social media becomes increasingly integrated in many aspects of education I would recommend it to all practising teachers and trainee teachers whatever their subject Sue Howarth University of Worcester This is an essential guide to using social media to enhance teaching and learning in schools It combines practical information on using all forms of social media for educational

purposes and provides indispensable advice on how to tackle issues arising from social media use in the classroom. Key topics include using blogs, wikis, social media networks, and podcasting; digital literacy and new modes of learning; digital participation, cyberbullying, and understanding risk online. This second edition includes Reflective tasks in each chapter, inviting you to critically consider important aspects of using social media in education. Expanded coverage of game-based learning and mobile learning. New examples tailored for use in primary and secondary schools. A website including additional resources and handouts.

c This is essential reading for anyone training to teach in schools and experienced teachers seeking to improve their understanding of using social media for teaching in informed and appropriate ways.

Studying and Researching with Social Media Megan Poore, 2014-04-29

Wondering what your lecturers are looking for in a blog post? Asking yourself how that's different from writing an essay or a wiki page? Unsure if Twitter really can be used to build your online profile as a researcher? If you want or need to integrate social media tools into your studies and research, this practical book is your one-stop shop. Megan Poore shares the secrets of how to harness the power of social media tools to improve your academic productivity. Inside you'll find out how to write a good blog post, contribute to a wiki, maximise your grades when creating an audio-visual presentation, find and share the latest research via Twitter, keep safe online. Featuring handy illustrations and exercises, as well as guidance on broader issues such as copyright, avoiding plagiarism, and cyberbullying, you'll find out all you need to successfully use social media to support your study and research. Visit the Studying and Researching with Social Media blog, which accompanies the book, sharing tips and guidance on using social media to improve your study and research skills.

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*Visual Informatics: Bridging Research and Practice* Halimah Badioze Zaman, Peter Robinson, Maria Petrou, Patrick Olivier, Heiko Schröder, 2009-11-14

Visual informatics is a field of interest not just among the information technology and computer science community, but also other related fields such as engineering, medical and health informatics, and education, starting in the early 1990s. Recently, the field is gaining more attention from researchers and industry. It has become a multidisciplinary and transdisciplinary field related to research areas such as computer vision, visualization, information visualization, real-time image processing, medical image processing, image information retrieval, virtual reality, augmented reality, pervasive visual mathematics, 3D graphics, multimedia fusion, visual data mining, visual ontology, as well as services and visual culture. Various efforts have been vested in different research, but operationally many of these systems are not prominent in the mass market, and thus knowledge and research on these phenomena within the mentioned areas need to be shared and disseminated. It is for this reason that the Visual Informatics Research Group from Universiti Bangsaan Malaysia (UKM) decided to spearhead this initiative to bring together experts in this very diversified but important research area so that more concerted efforts can

be undertaken not just within the visual informatics community in Malaysia but from other parts of the world namely Asia Europe Oceania and USA This first International Visual Informatics Conference IVIC 2009 was conducted collaboratively by the visual informatics research community from the various public and private institutions of higher learning in Malaysia and hosted by UKM

**College & Research Libraries News**, 2007 **Introduction to Visual Literacy** Deborah Curtiss, 1987 **Teaching Art History with New Technologies** Kelly Donahue-Wallace, Laetitia Amelia La Follette, Andrea Pappas, 2008 Digital images Internet resources presentation and social software interactive animation and other new technologies offer a host of new possibilities for art history instruction Teaching Art History with New Technologies Reflections and Case Studies assists faculty in negotiating the digital teaching terrain The text documents the history of computer mediated art history instruction in the last decade and provides an analysis of the increasing number of tools now at the disposal of art historians It presents a series of reflections and case studies by early adopters who have not just replaced older materials with new but who have advanced the discipline s pedagogy in doing so The essays illustrate how new technologies are changing the way art history is taught summarize lessons learned and identify challenges that remain Given the transitional state of the field with faculty ranging from the computer phobic to the computer savvy these case studies represent a broad spectrum from those that focus on the thoughtful integration of new technologies into traditional teaching to others that look beyond the familiar art history lecture or seminar format They provide both practical suggestions and theoretical models for historians of art and visual culture interested in what computer mediated applications have been successful in art history teaching and where such new approaches may be leading us

**Visual Literacy** Lynell Burmark, 2002 The signs are everywhere for those who can read them Because of television advertising and the Internet the primary literacy of the 21st century will be visual It s no longer enough to read and write text Our students must learn to process both words and pictures They must be able to move gracefully and fluently between text and images between literal and figurative worlds Page 4 of cover

**Instructional Intervention for Information Use** Daniel Callison, Joy H. McGregor, Ruth V. Small, 1998 **The Discipline of Drawing for Visual Literacy** Elisa Maria Leptich, 1990

Investigating Visual Literacy International Visual Literacy Association. Conference, 1991 This volume contains 53 articles grouped under five headings 1 Research 14 papers on such topics as cognitive style and cognitive strategies visual literacy training and the impact of diagrams type styles and computer graphics on learning 2 Theory nine papers on such topics as the development of visual literacy concepts cognition and understanding visual intelligence instructional design and hypermedia 3 Computers and Technology six papers on such topics as hypermedia still photography high definition television and desktop publishing 4 Arts 12 papers on such topics as photography images and meaning incongruous imagery visual thinking and art and computer graphics and 5 Schools and Curriculum 12 articles on such topics as teaching visual literacy at the elementary high school and college levels illustration of children s books visual creativity visual design and schema

construction Most papers contain references KRN      **DATA PRES VISUL LITERACY MED & SCI** Doig Simmonds,Linda  
Reynolds,1994-10-31      *Scholastic Literacy Place* ,1996      **Prospects for a new early childhood education through art**  
,2007      *Elpub2002* João Alvaro Carvalho,Arved Hübler,Ana Alice Baptista,2002      □□□□□□□□□□□□ □□□,2002      Social  
Studies Alive! Bert Bower,2005 This methods book for elementary teachers presents TCI s active student centered approach  
to instruction with seven lessons you can try in the classroom      Australian Education Index ,1980      Fostering Student  
Success in the Campus Community Gary L. Kramer,2007-11-09 This is an examination of the key issues not only on  
addressing changing student demographics and needs but also on aligning institutional and student expectations connecting  
student oriented services systemically and creating and delivering services for students to achieve success on campus

## Decoding **The Visual Literacy White Paper**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**The Visual Literacy White Paper**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

<https://matrix.jamesarcher.co/files/detail/index.jsp/Career%20Planning%20For%20Teens%20How%20To.pdf>

### **Table of Contents The Visual Literacy White Paper**

1. Understanding the eBook The Visual Literacy White Paper
  - The Rise of Digital Reading The Visual Literacy White Paper
  - Advantages of eBooks Over Traditional Books
2. Identifying The Visual Literacy White Paper
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an The Visual Literacy White Paper
  - User-Friendly Interface
4. Exploring eBook Recommendations from The Visual Literacy White Paper
  - Personalized Recommendations
  - The Visual Literacy White Paper User Reviews and Ratings
  - The Visual Literacy White Paper and Bestseller Lists

5. Accessing The Visual Literacy White Paper Free and Paid eBooks
  - The Visual Literacy White Paper Public Domain eBooks
  - The Visual Literacy White Paper eBook Subscription Services
  - The Visual Literacy White Paper Budget-Friendly Options
6. Navigating The Visual Literacy White Paper eBook Formats
  - ePub, PDF, MOBI, and More
  - The Visual Literacy White Paper Compatibility with Devices
  - The Visual Literacy White Paper Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of The Visual Literacy White Paper
  - Highlighting and Note-Taking The Visual Literacy White Paper
  - Interactive Elements The Visual Literacy White Paper
8. Staying Engaged with The Visual Literacy White Paper
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers The Visual Literacy White Paper
9. Balancing eBooks and Physical Books The Visual Literacy White Paper
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection The Visual Literacy White Paper
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine The Visual Literacy White Paper
  - Setting Reading Goals The Visual Literacy White Paper
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of The Visual Literacy White Paper
  - Fact-Checking eBook Content of The Visual Literacy White Paper
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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32 32 2 r c x u  $\beta_1 \beta_2$  zero reaction stage

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reaction when  $\Lambda = 0$  equation upper reveals that  $h_1 = h_2$  and equation lower that  $\beta_1 = \beta_2$  fifty percent reaction stage  $\beta_2$  and the  
velocity diagram is symmetrical because of symmetrical symmetry it is also

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web the reaction turbine diagram is shown below reaction turbine in this type of turbine when the water enters the turbine s wheel with some pressure supplies above the vanes then turbine s wheel moves completely may be submerged under the tailrace or may discharge into the atmosphere

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web the 50 reaction turbine has been used widely and has special significance the velocity diagram of a 50 reaction is symmetrical and for the maximum utilization factor the exit velocity  $v_2$  must be axial figure 2 40 shows a velocity diagram of a 50 reaction turbine and the effect on the utilization factor

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web  $p_1 v_1 u_1 v_2 z_1 q p_2 v_2 u_2 v_2 z_2 w p_1 v_1 u_1 h_1$  enthalpy of steam at inlet  $p_2 v_2 u_2 h_2$  enthalpy of steam at exit  $h_1 v_2 z_1 q h_2 v_2 z_2 w$  generally changes in potential energy are negligible  $z_1 z_2$  if no heat is supplied from the surroundings then  $q = 0$

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web velocity diagram fig 7 velocity diagram of pressure compounded reaction turbine the velocity diagram given in figure 7 gives a detail about the various components of steam velocity and blade velocity symbols have the same meaning as above

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