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Nota di contenuto	Looking and Learning: Visual Literacy across the Disciplines; CONTENTS; FROM THE SERIES EDITOR; EDITORS' NOTES; References; 1 Teaching Visual Literacy in the Astronomy Classroom; Visual Literacy in Higher Education; Astronomy and Visual Literacy; Types of Visuals in Astronomy; Reading Visuals in Astronomy; Learning to Read Images; Learning to Read Diagrams; Learning to Read Plots; Writing Visuals in Astronomy; Learning to Write Images; Learning to Write Diagrams; Learning to Write Plots; Synthesizing Visuals into Presentations Conclusion: Visual Literacy as a Component of Information Literacy References; 2 Learning to See the Infinite: Teaching Visual Literacy in a First-Year Seminar Course; Overview; Timeline of Visual Literacy Activities; Week A; Week B; Week C; Week D; Week E; Week F; Week G; Week H; Week I; Week J; Summary; References; 3 Sociology through Photography; Overview; Photography and Self-Expression; Self-Portraits; Other-Self Portraits; Photography and Sociological Inquiry; Sociological Analysis of Family Photographs; Using the Camera as a Research Tool; References 4 Seeing Is the Hardest Thing to See: Using Illusions to Teach Visual Perception Count the Black Dots; This Is Not a Checkerboard;

Tabletops; Concluding Thoughts; Reference; 5 How to Navigate an "Upside-Down" World: Using Images in the History Classroom; Meaning Making and Images in the History Classroom; Images and Pedagogy: Deep Attention; Images and Universal Design: Bringing Everyone In; Conclusion; Note; References; 6 Teaching Film and Filmmaking in a Second Language; Objectives; Course Design, Assignments, and Scaffolding; Sample Course Module Design: Framing and Composition Tools and Technical Notes Assessment/Results; References; 7 Learning-to and from-the Visual Critique Process; Introduction; Origins of Critique; Pedagogy; Three Types of Critique; Critiquing Professional Work; Critiquing Peers; Self-Critiques; Challenges and Best Practices; Practical Issues; Cognitive Issues; Interpersonal Issues; Conclusion; References; 8 Teaching Visual Literacy across the Curriculum: Suggestions and Strategies; Consider Carefully How Visual Analysis or Creation Helps Students Meet Your Learning Goals and Objectives Plan Assignments or Classroom Activities That Align with Your Goals or Outcomes Consider the Ways in Which Experts and Novices "See" Differently; Scaffold Assignments to Help Students Develop Visual and Disciplinary Expertise; Model Professional Integrity for Image Use, and Help Students Understand Current Ethical and Legal Practices; Make Visual Literacy a Long-Term Part of Your Teaching Practice, and Work Steadily over Time to Develop the Skills and Resources You Need to Help You Teach and Your Students Learn; Consider Ways to Share What You and Your Students Learn with Others; Note References

Sommario/riassunto

In this volume, the authors focus on the importance of inclusive teaching and the role faculty can play in helping students achieve, though not necessarily in the same way. To teach with a focus on inclusion means to believe that every person has the ability to learn. It means that most individuals want to learn, to improve their ability to better understand the world in which they live, and to be able to navigate their pathways of life. This volume includes the following topics: best practices for teaching students with social, economic, gender, or ethnic differences adjustments to the
