

1. Record Nr.	UNINA9910465258103321
Autore	Eilam Billie <1946->
Titolo	Teaching, learning, and visual literacy : the dual role of visual representation / / Billie Eilam, University of Haifa [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2012
ISBN	1-139-88776-9 1-139-56383-1 1-283-61038-8 1-139-02661-5 9786613922830 1-139-55023-3 1-139-55519-7 1-139-54898-0 1-139-55394-1 1-139-55148-5
Descrizione fisica	1 online resource (xxiii, 322 pages) : digital, PDF file(s)
Disciplina	370.15/5
Soggetti	Visual literacy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; TEACHING, LEARNING, AND VISUAL LITERACY; Title; Copyright; Dedication; Contents; Figures; Tables; Foreword: The Role of Visualizations in Learning and Teaching; Preface; Acknowledgments; PART 1: INTRODUCTION; 1: Dualities of Visual Literacy: The Double-Faced Janus Image; The Duality of Teachers' Visual Literacy as Professionals and as Learners Themselves; The Duality of the Signified and the Signifier; The Duality of External and Internal Representations; The Dual Skills for Analyzing Any VR; Dualities Concerning Interpretations of VRs The Duality of Sociocultural and Communicational Lenses on VRs Summing Up These Dualities; Implications of the Duality of Teachers as Learners and as Teachers; Summary and Food for Thought; PART 2: THE STATE OF THE ART IN VISUAL LITERACY AMONG TEACHERS AND STUDENTS IN SCHOOLS AND WITHIN TODAY'S VISUAL CULTURE; 2:

A Day in Teachers' Work: Qualitative Research and Case Illustrations on Teaching and Learning with VRs in Today's Schools; Observable VRs in School Collective Spaces; Observed Classroom Uses of VRs; Versatility of VR Functions in Classrooms and Schools

What Observed School Teachers Did Not DoAnother Source of Qualitative Empirical Data on Contemporary Teachers' and Students' Visual Literacy Skills; Summary and Food for Thought; 3: Students' Ideas about VRs Over Development; Children's Implicit Visualization Knowledge; Elementary Students (Grades 1-6) and Textbook VRs; Interviews with Junior High and High School Students' Regarding the Use of VRs in Learning; Summary and Food for Thought; 4: Practicing Teachers' Ideas about VRs and Their Uses

Manipulation and Analysis of a Multimedia Display by Jewish and Arab Teachers Who Are Graduate Students in EducationObservations and Interviews with Jewish and Arab Teachers Practicing in Elementary through High School; Cultural Issues; Summary and Food for Thought; 5: The Emergence of Visual Literacy and the Global Visual Culture; The Changing World; What Is Visual Literacy?; The Visual Culture; Challenges and Needs in Promoting Visual Literacy; Summary and Food for Thought; PART 3: TEACHERS' VISUAL LITERACY PROGRAMS: RATIONALES, LACUNAE, AND PLANNING

6: The Rationale for Implementing Explicit Visual Education for TeachersThe Complexity of Teaching; Research on Visual Literacy Skill Deficits; A Prerequisite for Teaching Visual Literacy: Pedagogical Content Knowledge; Using VRs to Inform Instruction: A Case Study in Visual Pedagogical Content Knowledge; Summary and Food for Thought; 7: Integration of VRs into Teacher Education Programs: Past, Present, and Future; Past and Present Views of VRs in Teacher Education; Internet Overview of Current Teacher Education Web Sites: Existing Lacunae

Core Aspects of Current Teacher Education Deserving Explicit Future Incorporation of VRs

---

#### Sommario/riassunto

Visual literacy is an increasingly critical skill in a globalizing, digital world. This book addresses the core issues concerning visual literacy in education, underscoring its importance for the instruction of students and educators. Professor Billie Eilam argues that the incorporation of visual skill development in teacher training programs will help break the cycle of visual illiteracy. Understanding the pedagogical benefits and risks of visual representation can help educators develop effective strategies to produce visually literate students. Eilam presents a broad overview of theoretical knowledge regarding visual representation, as well as a discussion of best practices for the use of visual elements in schools. In addition to theory, Eilam includes practical exercises for introducing visual literacy into teacher education, offering strategies for analyzing visualization in curricula and for increasing awareness of visual culture.

---