

Using visual literacy strategies to support learning and deepen understanding

COLOURED MUJI GEL PEN

Although I love pens, the material you use doesn't really matter that much after all.



Any Pen is better than No Pen.

I like spiral-bound sketchbooks, because they fold over into a nice solid block

BUT the best sketchbook is the one you have

Sketching is thinking made visual



Sketching \neq drawing

sketchnotes \neq illustration

QUICK IMPROVISED & PLAYFUL

EXPLORING IDEAS

PLANNED + LAYED OUT

DETAILED FINISHED

(this piece is more of an illustration)

PLAY WITH SHAPES

develop your own VISUAL VOCABULARY & STYLE

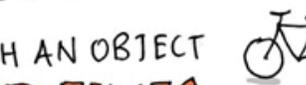
SKETCH AN OBJECT 50 TIMES TO MAKE IT YOUR OWN

surprise yourself

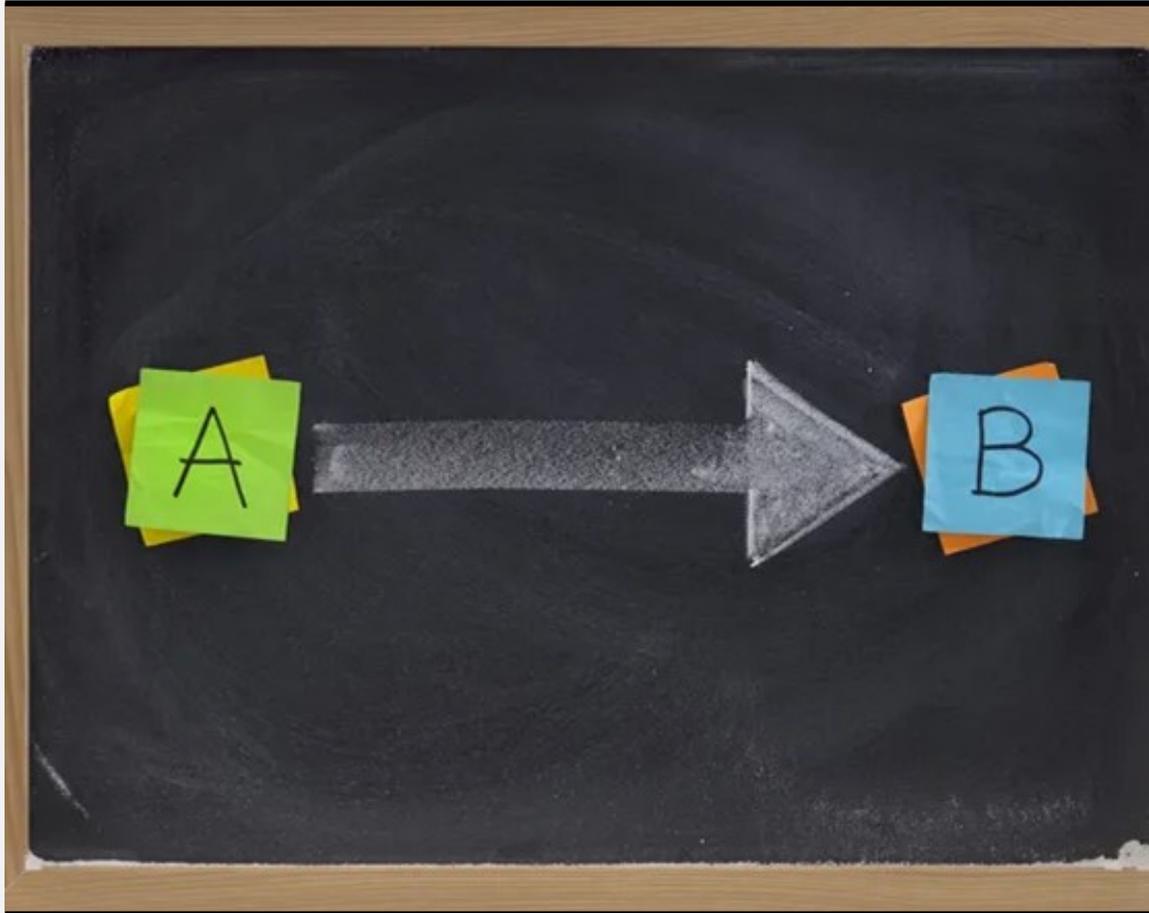
CELEBRATE HAPPY ACCIDENTS

PROPORTIONS

DIRECTION + DYNAMICS



The plan for this session



Define terms

Describe what I have done

Give examples

Show impact

Next steps

Time for questions

Visual Literacy



The ability to read, write and create visual images.

A concept that relates to art but has much wider applications.

Visual literacy is about language, communication and interaction.

A linguistic tool with which we communicate, exchange ideas and navigate our complex world.

Kirsten Harrison (Visual Literacy Today)

Associated skills

Visual reading

Visual writing

Visual thinking

Visual learning

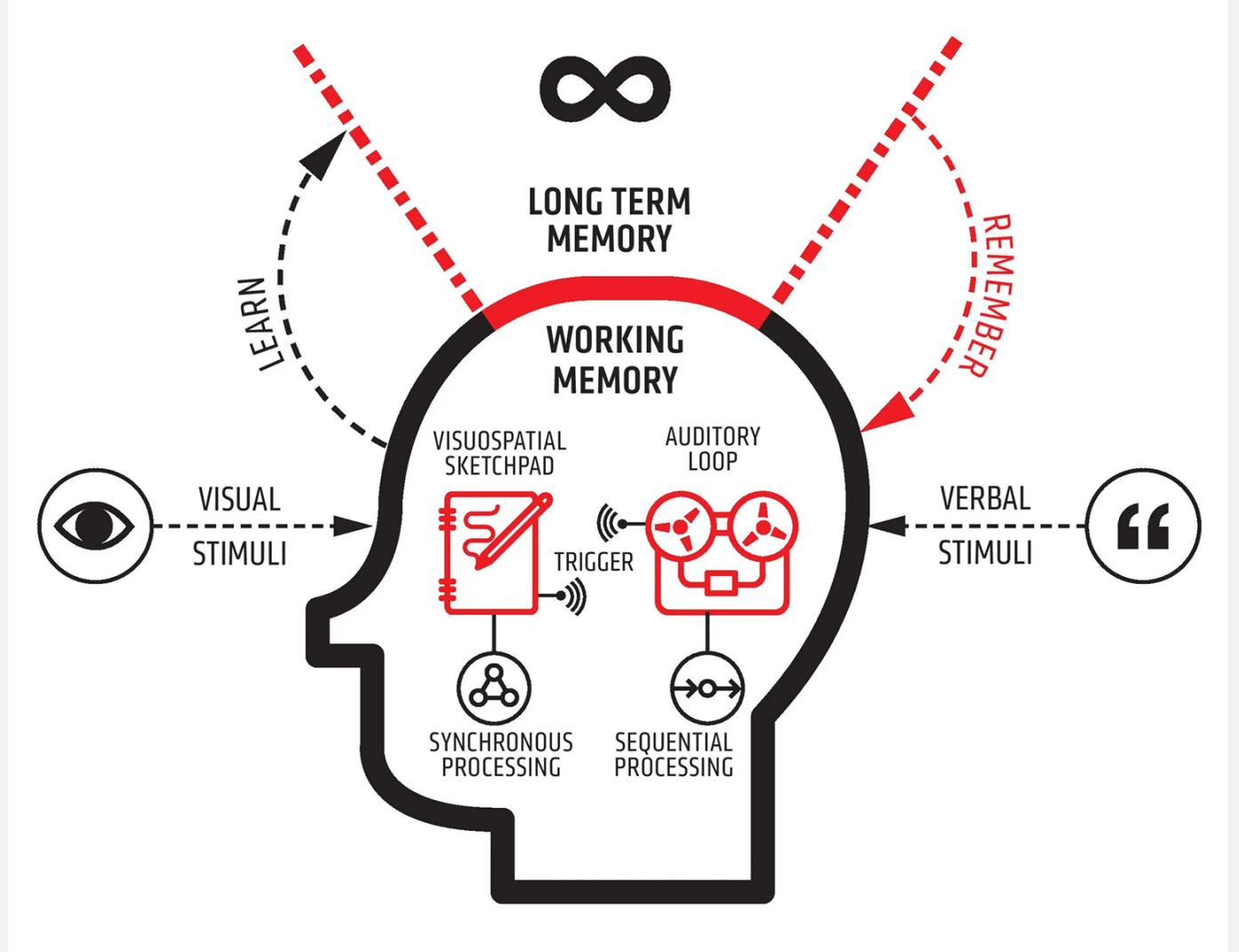
J Kedra



How? Dual coding Theory

Alan Paivio

Also – Cognitive Load Theory



To view

Complex ideas
communicated
instantly

To create

More engaged in
the moment

[Why Visual Literacy is important -
Visual literacy - LibGuides at
University of Birmingham
\(bham.ac.uk\)](#)



More engaging
and accessible?

Beneficial for EAL

10% dyslexic
learners – not evenly
spread across
cohort



My story

THEN
AND
NOW



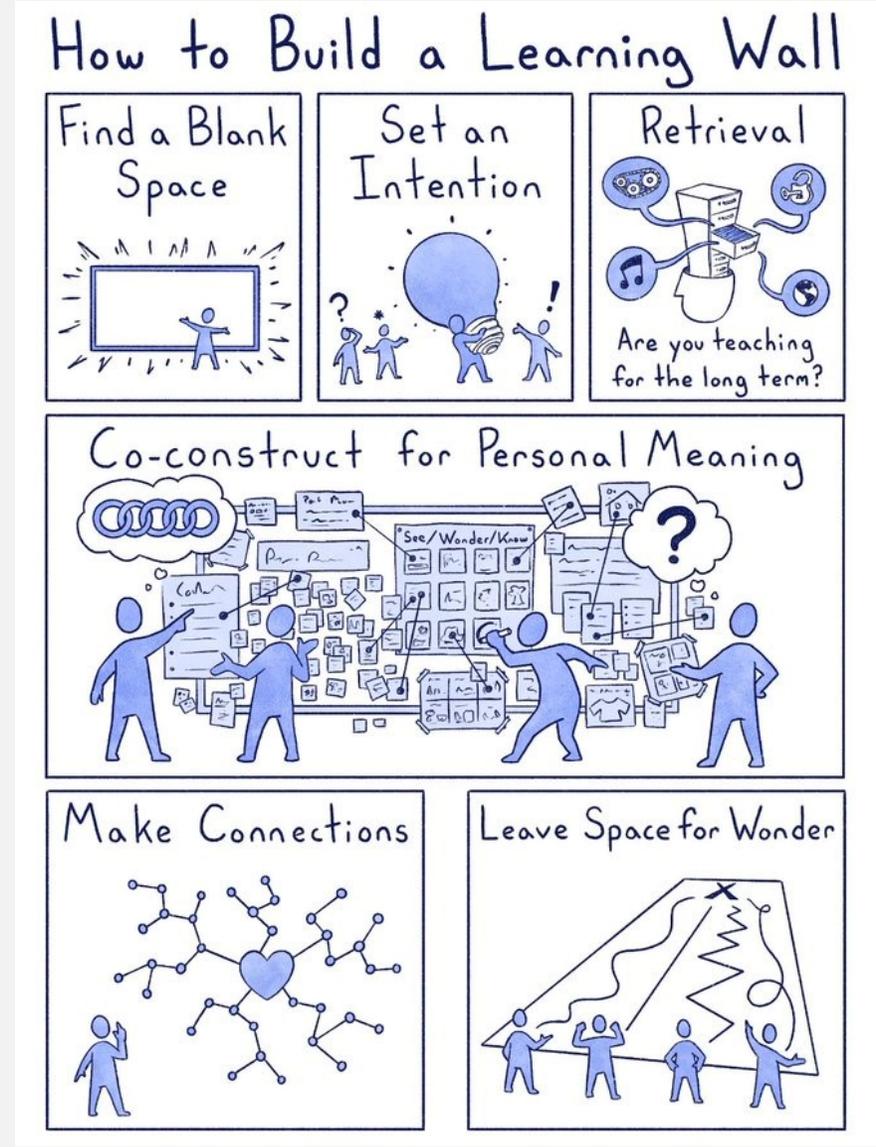
The intervention

1. Visual timelines / journeys
2. Sketchnotes
3. Infographics /Icons



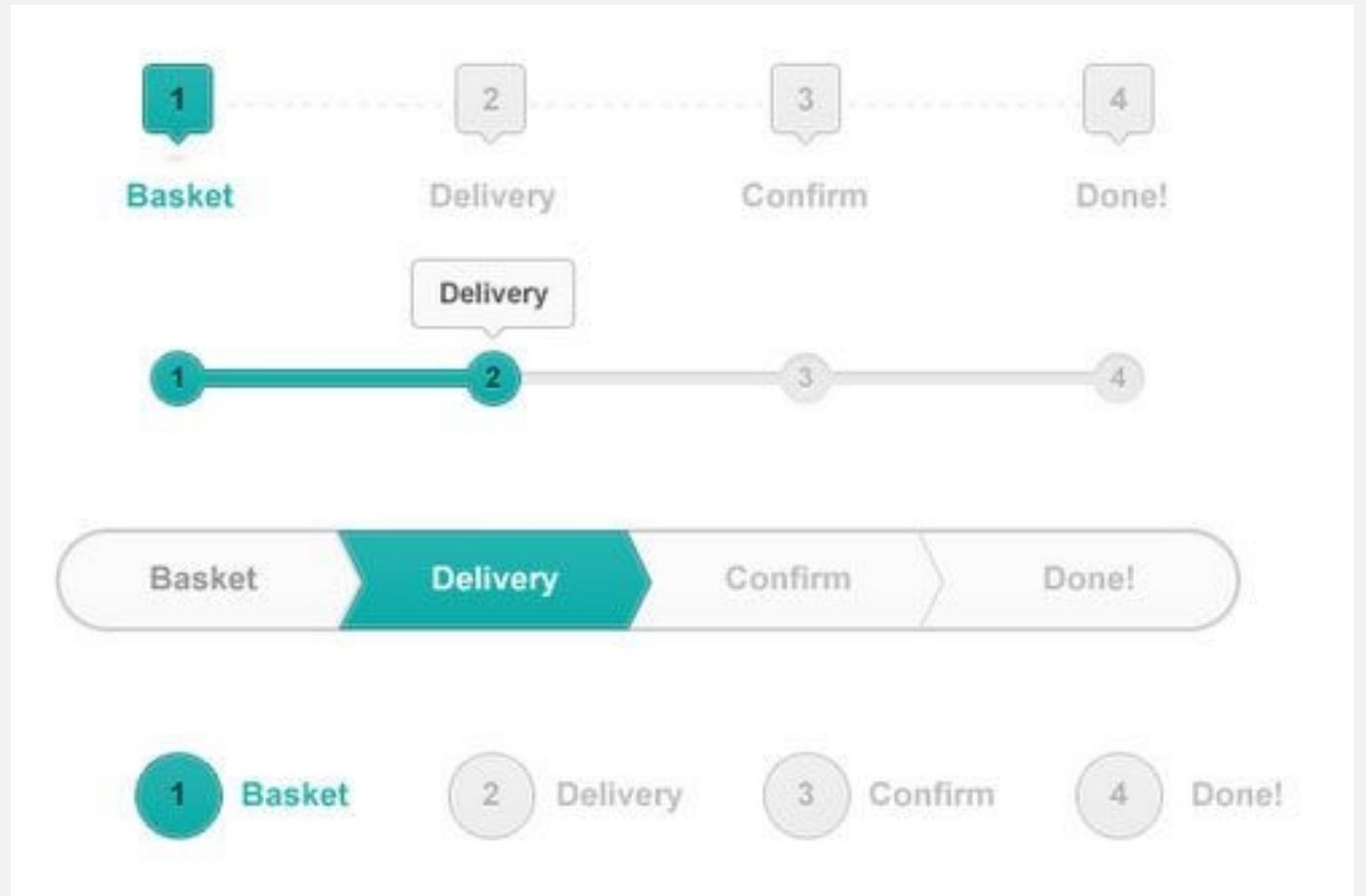
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Timeline – A Learning wall



Student example

Progress bar adapted for teaching



Sketchnotes

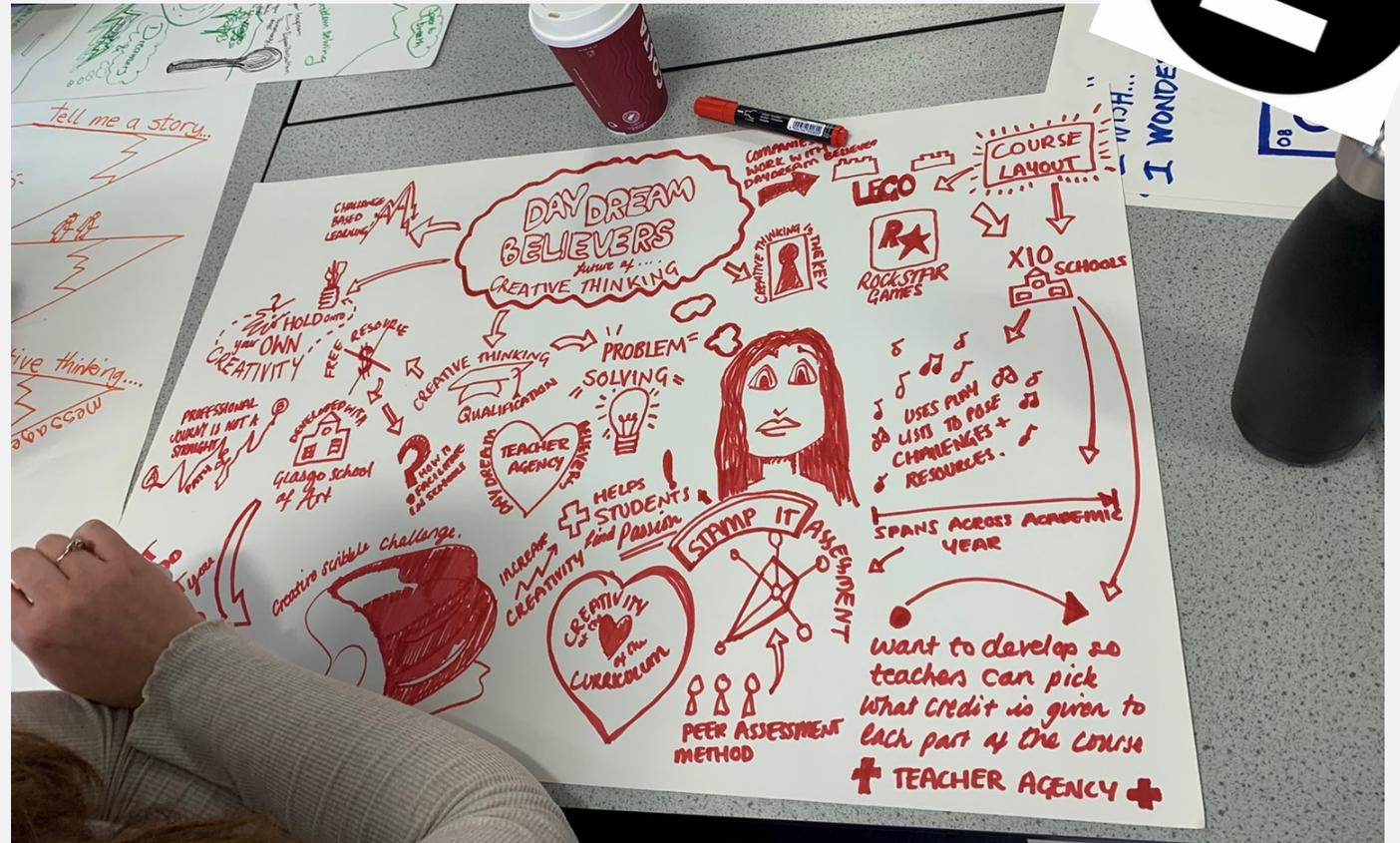
(Or visual notetaking)

Recording information through the combination of illustrations, symbols and text.

ACTIVE not PASSIVE

Can easily be combined with Cornell notetaking

Michael Rohde



Cornell meets sketch note instructional video

CUES

WRITTEN SOON AFTER CLASS

ANTICIPATED EXAM QUESTIONS

MAIN IDEAS OR PEOPLE

VOCABULARY WORDS

USED FOR REVIEW & STUDY

NAME, DATE, TOPIC, CLASS

NOTES

TAKEN DURING CLASS

- MAIN POINTS
- BULLET POINTS
- DIAGRAMS / CHARTS
- ABBREVIATE
- PARAPHRASE
- OUTLINES
- LEAVE SPACE BETWEEN TOPICS

CORNELL NOTE-TAKING METHOD

SUMMARY

WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.

2 1/2" 6" 2"

NAME: @hj_dewaard TOPIC: Making Cornell Notes Better w/ Sketchnotes

CLASS: Extend East

DATE: 03.12.2018

TEXT

IMAGE

LIST Hierarchy

MPL

- YouTube Video - Verbal to Visual
- details about Cornell note taking
- add visuals to topic frame
- use dividers between sections
- use bullet list or hierarchies
- not passive listening
- actively processing info
- pull out key ideas - use icons that are custom to you
- individual or classroom set of icons to topics + subject
- use a scene or diagram in the summary - more visual, map
- experiment + try your own style
- showed merged style notes example.
- breathing room + highlighter
- add more visuals to Cornell notes

SUMMARY: Mix media with text to meaningfully remember

'How to' Sketchnote resources

Customise as a
group

Sketchnote Tips Carol Anne McGuire

Lettering

•Print (easy to read)

High Low

SKINNY FAT

ALL CAPS
Small Caps

Kinder

FANCY

≡ Fast

~~Reverse~~

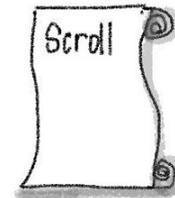
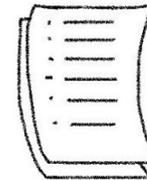
BLOCK

3D

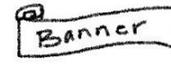
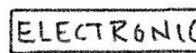
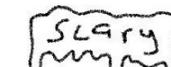
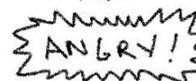
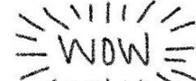
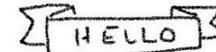
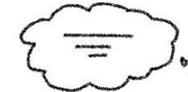
DASH

Script

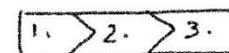
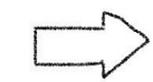
Bullets



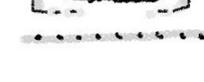
Frames



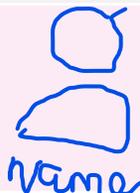
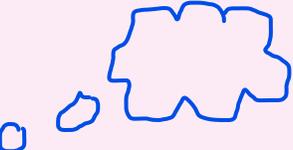
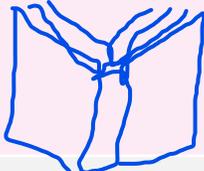
Connectors



Shadows



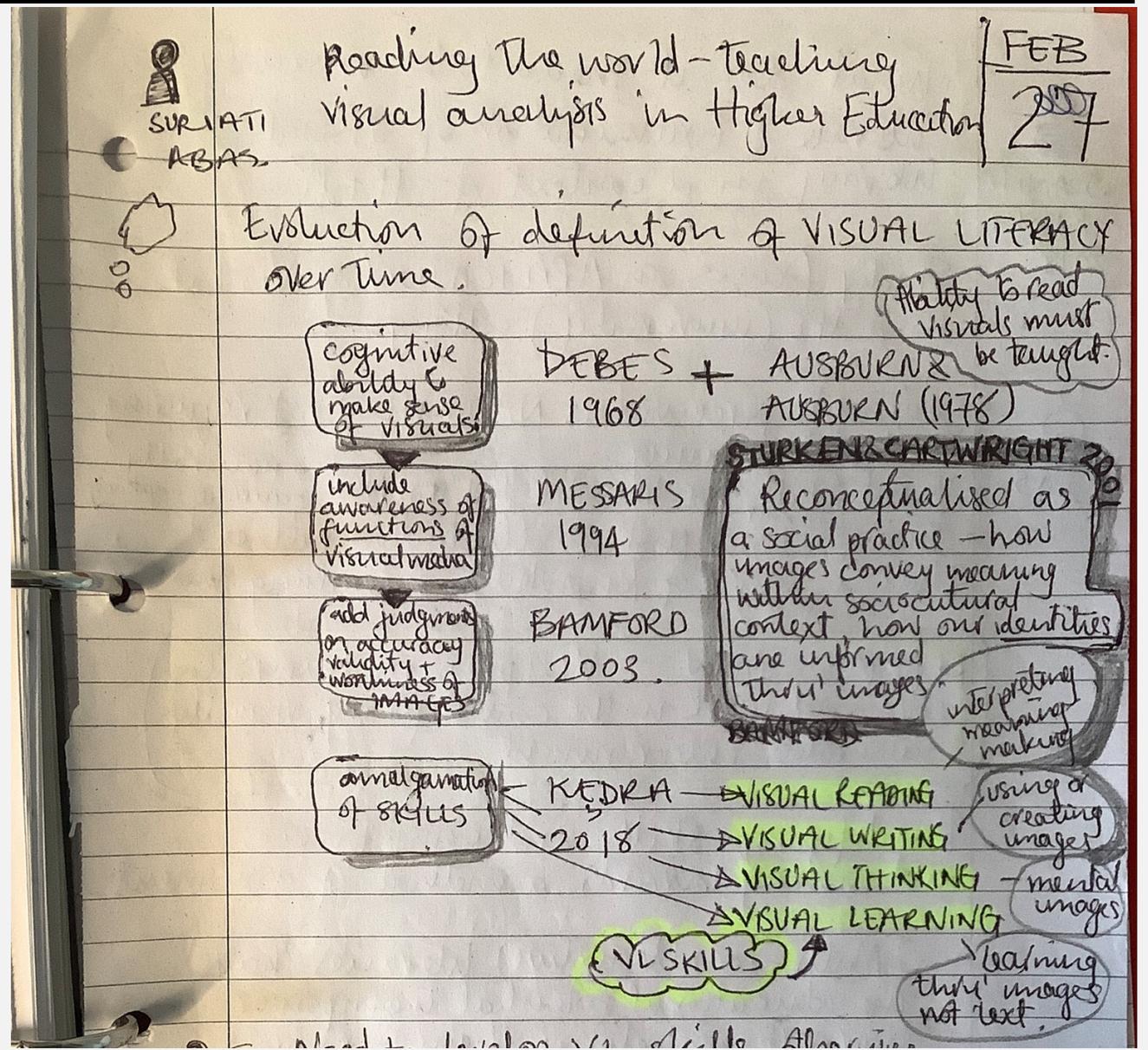
But I can't draw...

	Person, name		Processes / steps
	Question		Quote
	Idea / concept		Reference

Students will make their own symbols

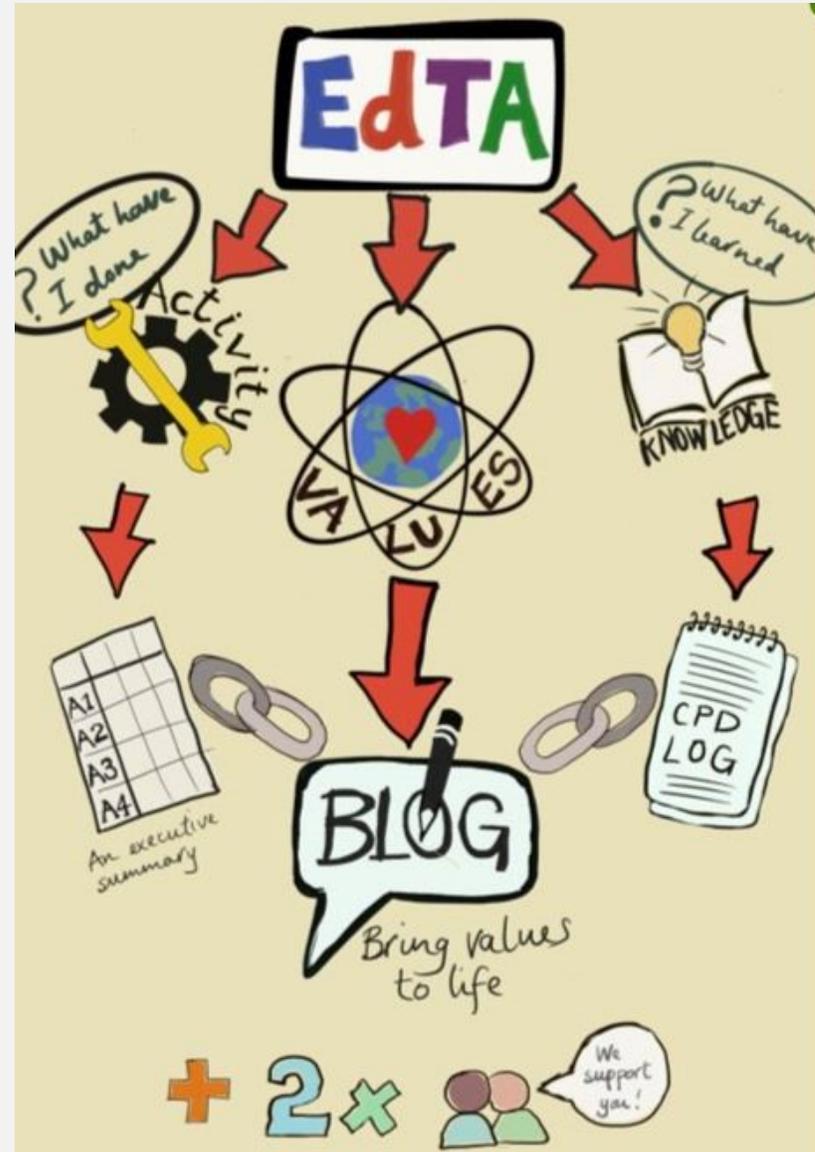
Gives the ability for ALL to skim read (more later)

What notes might look like



What big ideas might look like?

EdTA structure.

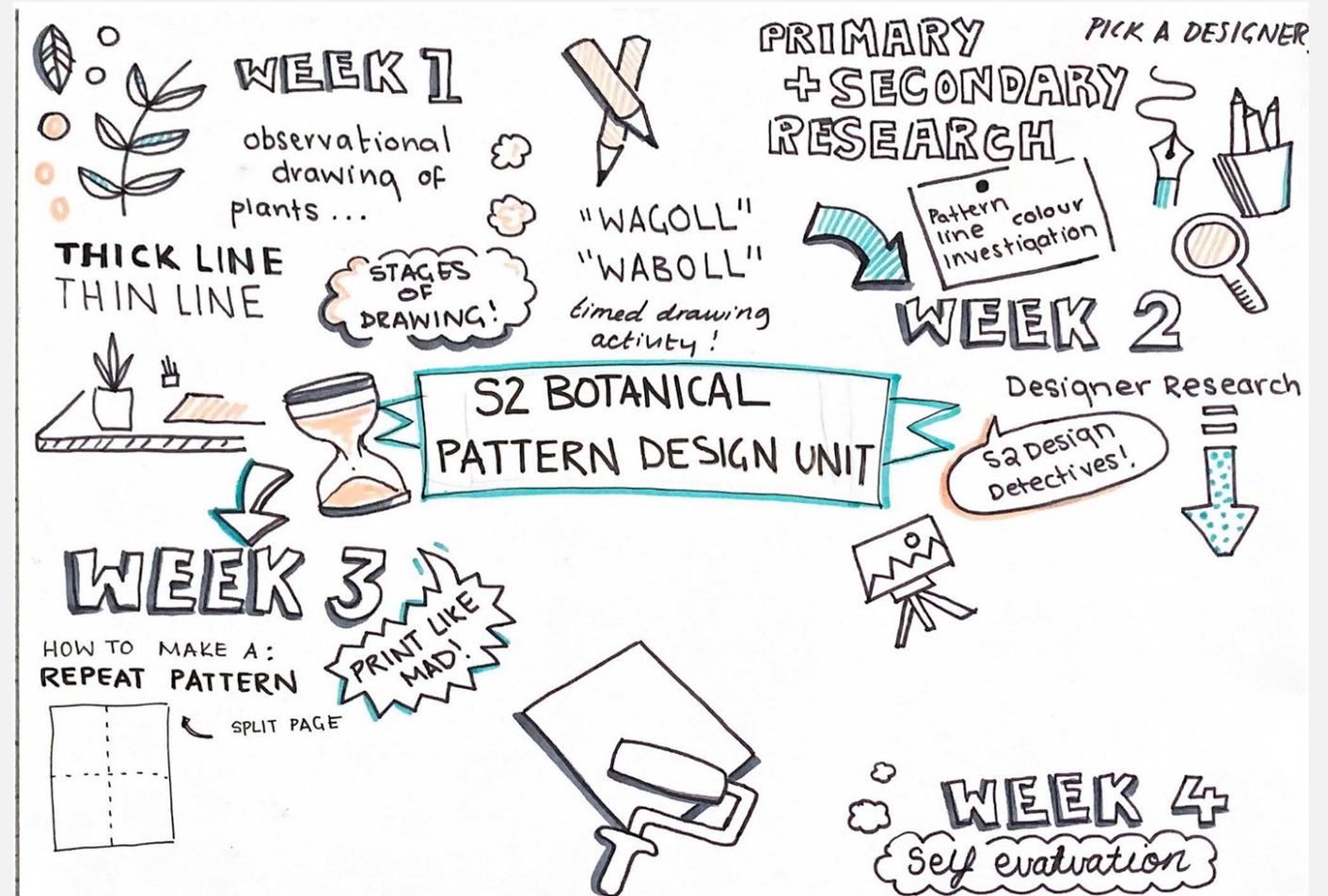


Student example

Students reported being more engaged, active during lecture note taking and recall was better

This is example summarises a 4-week plan for teaching

See the whole unit at a glance



Icons and infographics

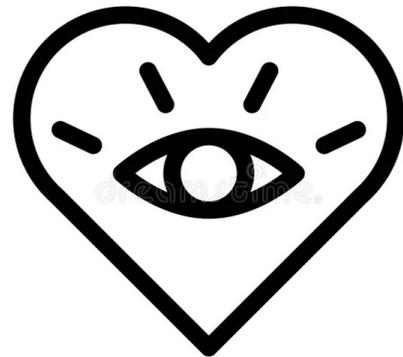
Adapted all slides in my teaching resources

Adopted by students

Visible in their notes and within their own teaching materials.

Easiest strategy for all to adopt?

THEN
AND
NOW



Titration

Determine the reacting volumes of solutions of acid and alkali by titration and determine the concentration of solutions of acid and alkali by titration

In this experiment you will use the titration technique to determine the concentration of the provided sodium hydroxide solution. The process of carrying out a titration allows us to accurately measure the volumes of an acid and an alkali required for neutralisation. An indicator will be used to determine the exact volume required for neutralisation.

In order to carry out this practical you will be using two pieces of volumetric apparatus, the pipette and burette. You will also be carrying out the technique of titrating. All these skills require careful understanding and practice in order to ensure that the measurements are as accurate as possible.

Apparatus and chemicals

Sodium hydroxide solution 100 cm³ (approx. concentration 8.0 g/dm³ – technician- make a note of the exact concentration made up)

0.1 mol/dm³ sulfuric acid, H₂SO₄ 100 cm³

Phenolphthalein indicator

25.0 cm³ pipette and filler

50.0 cm³ burette, retort stand and burette clamp

Small funnel

250 cm³ Conical flask (x3)

Distilled Water, White tile

Method

Rinse the burette with distilled water, then with the supplied alkali. Fill the burette with the alkali taking care to ensure that the bottom of the meniscus is on zero and that the jet of the burette is filled completely.

Rinse the pipette with distilled water, then with the sulfuric acid. Fill the pipette with the acid, taking care with the pipette filler and ensuring that the bottom of the meniscus is on the 'line' of the pipette.

Carefully transfer the acid in the pipette into a conical flask, to remove the final drop from the pipette, gently touch the end of the pipette onto the surface of the liquid in the conical flask.

Add 3 drops of phenolphthalein indicator to the conical flask and swirl gently to mix.

Place the conical flask onto a white tile underneath the burette.

Titrate the alkali with the acid, stop adding the alkali when the indicator turns pink and remains pink.

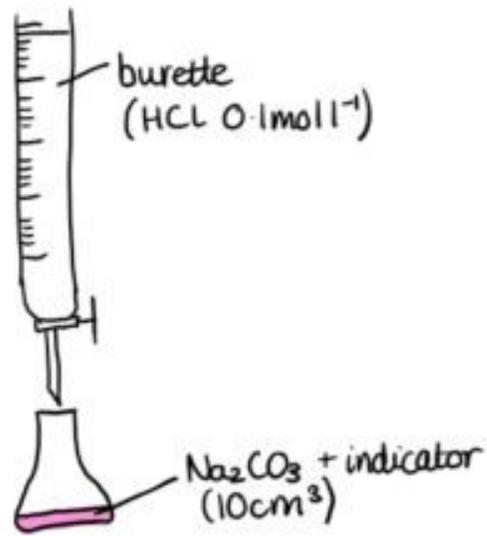
Record your 'rough' titre value in the results table.

Repeat the process with fresh acid and indicator, adding the alkali dropwise with swirling as the end point is reached.

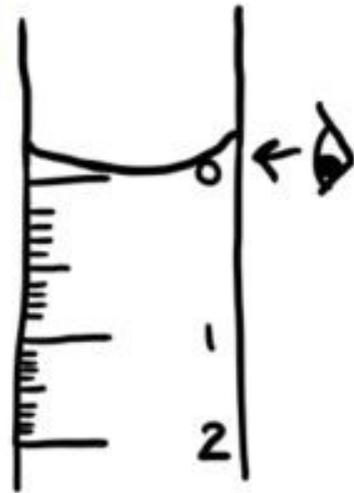
Repeat once more, or until 2 titre values are within 0.2 cm³ of each other.

Calculate the average titre.

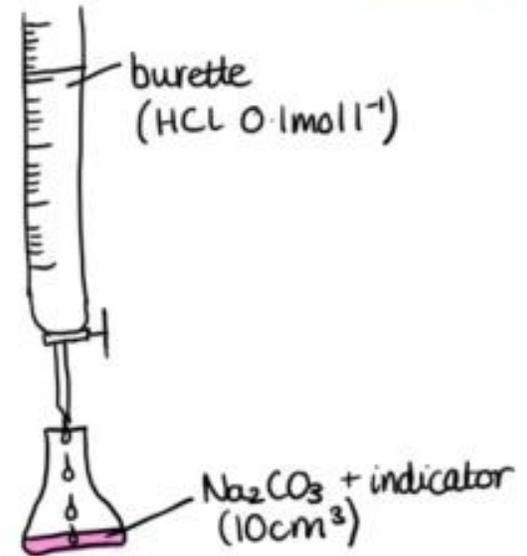
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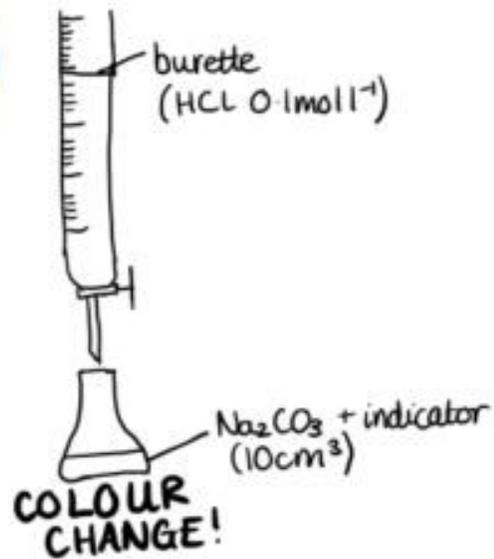
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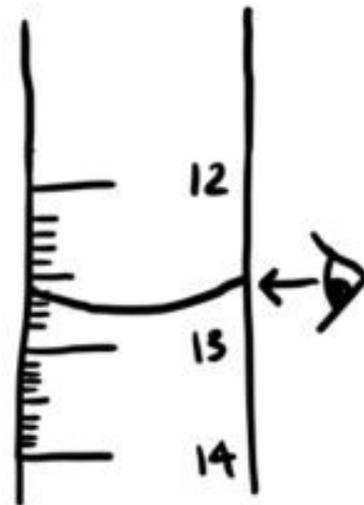
3.



4.



5.



Methods



Baseline questionnaire
(qualitative and quantitative)



Peer observation

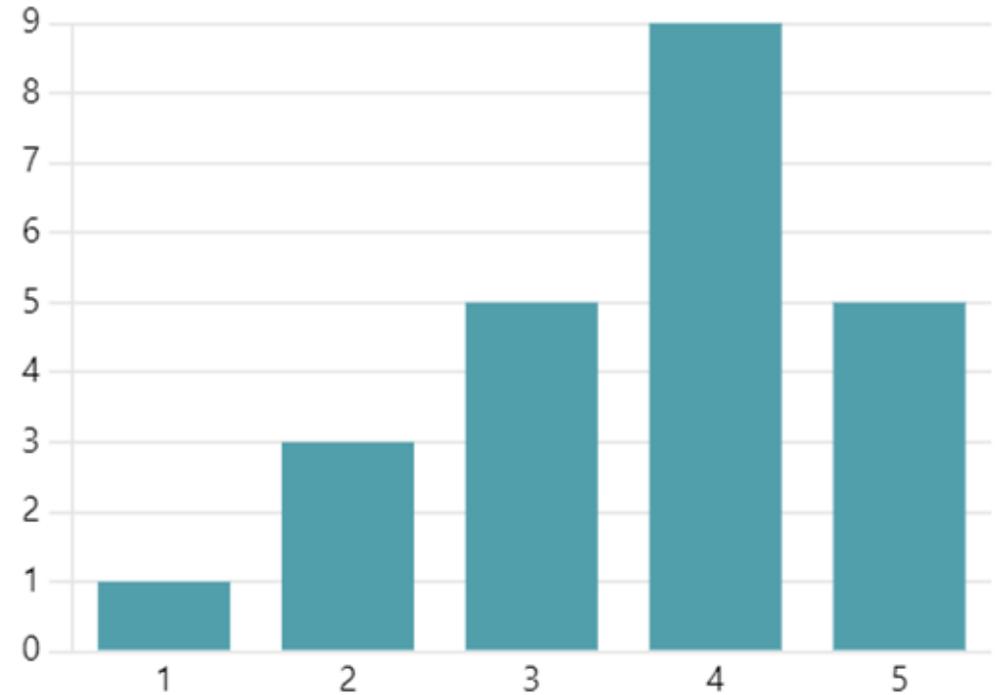


Exit questionnaire (quantitative)

Baseline Questionnaire

Keen to please?

'The displays around the studio help me understand the structure of the PGDE programme.'



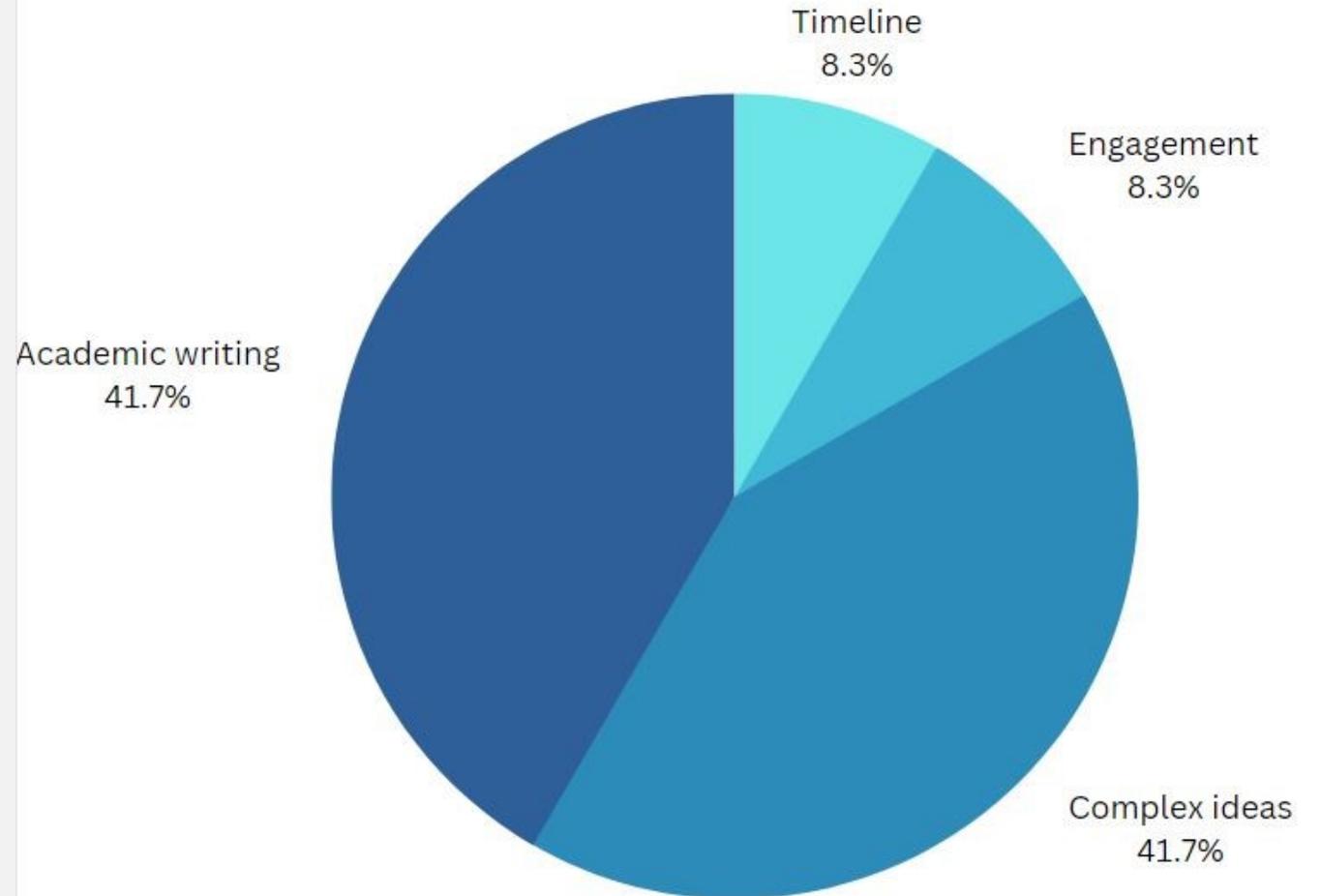
Exit questionnaire

All students understood what was meant by Visual Literacy – achieved my Learning Intention!

My use of sketchnote and icons was remembered by all

Use of timelines was noted less frequently, but cited as important in helping management and organisation through the programme.

How did visual literacy skills help you in your understanding?



Dyslexic learners

ENGAGEMENT

My reading speed is low, so having icons instead helps keep me engaged in what is being said in lectures.

RECALL

Later, I can recall what was said when looking at the images

I was able to understand information quickly instead of having to read it ALL out

UNDERSTANDING

...es the scanning and skimming that dyslexic learners use with written text.



what
NOW?

What about you?



A person's hands are holding a rectangular wooden-framed chalkboard against a solid blue background. The chalkboard has a black surface with the words "ANY" and "questions?" written in white chalk. The word "ANY" is in all caps and a larger font size than "questions?".

ANY
questions?