

Literature Review

Ann, W. P., Semali, L., Rodenberg, R. K., Giles, J. K., & Macaul, S. L. (2000). Intermediality: Bridge to critical media literacy. *The Reading Teacher*, 54(2), 208-219. Retrieved from <http://articles.westga.edu/login?url=http://search.proquest.com/docview/203274001?accountid=15017>

An article on the importance of implementing visual literacy in intermedial and general instruction. Examples of lessons are also included in this article.

Baker, L. (2015). How many words is a picture worth? Integrating visual literacy in language learning with photographs. *English Teaching Forum*, 53(4), 2-13.

Lottie Baker explains the meaning of visual literacy, connects it to language learning, provides instructional strategies for visual images, and shares helpful online resources.

Brake, M. (2015). Visual Literacy: Words and Pictures. *Training & Development* (1839-8561), 42(2), 7-9.

Mary Brakes illustrates the four learning styles that evoke the whole brain and promote visual learning.

Cherow- O'Leary, R. Creating Critical Viewers: A Personal Reflection. *Journal of Media Literacy Education*. 6(2), 87-92. Retrieved from <http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1203&context=jmle>

A personal reflection from a former employee of a national association that developed a media literacy program, now known as Sesame Street.

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

David Considine links the viewing of photographs to the development of critical thinking in his book *Visual Messages: Integrating Imagery into Instruction*.

Kobre, K. (2013). *Photo journalism: The professionals' approach*. Burlington, MA: Focal Press.

This textbook on photojournalism consists of interviews with professionals, information on the latest equipment and technology, and dynamic examples of digital photography.

McVicker, C. (2007, September). Comic strip as a text structure for learning to read. *The Reading Teacher* 61(1) 85-88. Retrieved from <https://westga.view.usg.edu/d2l/le/content/1162530/viewContent/20010500/View>

Claudia McVicker explains how using comics in the classroom can help students develop visual literacy skills. She also suggests the benefits of using comic strip stories to teach reading and writing skills.

Pantaleo, S. (2015). English in Education. Language, Literacy, and Visual Texts. Retrieved from <http://articles.westga.edu:2105/eds/detail/detail?vid=8&sid=9e7731ce-e99c-49db-af5f-931352a671a6%40sessionmgr103&hid=104&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=2015874665&db=mzh>

Sylvia Pantaleo provides evidence to how incorporating activities that promote visual learning can benefit students and teachers. She lists several in-depth examples of lessons for cross-curricular topics. She also urges teachers to pursue professional development on this matter.

Schaffhauser, D. (2012, December 19). Picture Perfect: Teaching to Visual Literacy. THE JOURNAL. Retrieved from <https://thejournal.com/articles/2012/12/19/picture-perfect-teaching-to-visual-literacy.aspx>.

This is an article written by Diane Schaffhauser of an interview she did with Lynell Burmark, an advocate for visual literacy. Bur mark answers several questions of the importance of educating teachers about using photographs in the classroom.

Silverman, K. & Piedmont, J. (May/June, 2016) Reading the Big Picture: A Visual Literacy Curriculum for Today. *American Library Association*. 44(5), 32-37.

Joy and Karyn point out how visual representations can transform students into better communicators. They provide a checklist for how to develop digital material that is appealing to students.

