

# VISUAL LITERACY

LEARN TO SEE, SEE TO LEARN

Preface by *Tad Simons* . . . . . v

Foreword by *David Thornburg* . . . . . vii

Introduction . . . . . ix

**1 ■ Getting the Picture** . . . . . 1

Snapshot history of visual images ■ Visuals in instruction ■ Visual literacy—What is it? Why is it important? ■ Looking ahead

**2 ■ Here's Looking at You** . . . . . 7

Verbal or visual? ■ *Our words versus their* images: The importance of context ■ The research perspective ■ Precision of images over words ■ From the concrete to the abstract: A rose is a rose . . . ■ Humor ■ The World Wide (resource) Web ■ My Miss Schmidt

**3 ■ Type, "The Unconscious Persuader"** . . . . . 19

The right type for the job ■ Typefaces and fonts ■ Readability ■ Proximity and alignment ■ Document savvy

**4 ■ Color Power** . . . . . 31

Stroop test ■ Color-full ads ■ Color me interested ■ Color in the classroom ■ Experimenting with color ■ Colors in nature—and culture ■ Practical colors ■ Teaching students color strategies ■ Classic children's books

**5 ■ Welcome to the Classroom!** . . . . . 45

Creating the visual impression ■ Celebrations of learning ■ Visually enhanced instruction ■ Ambiance

**6 ■ Presentations—Stand and Deliver** . . . . . 61

Elements of a successful presentation ■ A new approach to presentations ■ The delivery

**7 ■ Dodging Bullets and Other Presentation Design Tips** . . . . . 71

Design elements ■ Projection hardware ■ Into the future

**8 ■ The Digital Playground** . . . . . 85

New clicks on old tricks ■ Sequencing ■ A constructivist approach ■ Another point of view ■ Combining real and virtual worlds ■ The vision to create a world

Endnotes . . . . . 103

Bibliography . . . . . 110

Index . . . . . 112

About the Author . . . . . 116

