Visual Literacy

Debbie Abilock, NoodleTools, Inc.
21st Century Learning Hong Kong (21CLHK)
January 25, 2013
Two ways of knowing with different cognitive strategies

• Written text is governed by the logic of time or temporal sequence whereas visual images are governed by spatiality, composition, and simultaneity (Kress, 2003).
• In addition, meaning is derived from position in the temporal sequence of written text, whereas meaning is derived from the spatial relations or grammar of visual images (Kress & van Leeuwen, 1996).
From observing to constructing meaning

<table>
<thead>
<tr>
<th>What we notice</th>
<th>What it might mean</th>
<th>Implications</th>
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Read, understand, evaluate, create


Body Language

“The bridegroom leaps and bounds like an acrobat strutting, swaggering, showing off for his bride.”
Abba Jacob splashed out.
He ran to meet the barking somersault
that leaped into his arms.
“Oh, Snook,” he said. “Good dog!”
Snook whimpered against his friend’s chest.
He licked his chin, his ears. Abba Jacob laughed.
“You silly, ‘ horrible little beastie, you."
Questions for a “Picture Walk”

• What catches your eye first?
• How do the books' physical components relate to the content?
• Where is the text located on the page?
• How do the illustrations spreads, single-page images, collages, overlapping images, or portraits convey the content?
• Where is the viewer positioned?
• Do the images in the book change from beginning to end?
• What is foregrounded, and what is included in the background?
• What are the dominant colors?
• How is white, or negative, space used?
• Are there recurring image patterns (motifs, symbols)?
• Are there elements that seem odd?
• What is large? Why are certain elements larger than others?
Problems with “picture walks”

“During a picture walk, the illustrations and design elements of a picture book are often reduced to serving as prompts for reading the written text, rather than as a system of meaning in their own right (Serafini & Ladd, 2008).”

The “grammar” of images

- **Elements**
  - line, scale, shape, texture, patterns, light

- **Arrangement**
  - balance, contrast, dominance /subordination, emphasis, movement, repetition, rhythm, variation, unity
The angle

Where are [you] standing?
Eye moves from side to side – spacious and stable
Eye moves from near to far
Vertical image exaggerates depth and distance

© Debbie Abilock
The same text is interpreted differently depending on context.
Light

What is illuminated?
Where is the light source?
<http://sites.asiasociety.org/coalandice/photographers/>.
Palestinian President Mahmoud Abbas, third from left, prayed during the first Friday prayers of the holy month of Ramadan in the West Bank city of Ramallah on Friday.
Lines

Where do your eyes go?
What patterns do you see?
100929022349
“intertextuality”

We recognize visual references in one source that refer to an earlier one.

The underlying goal of the encyclopedia is to promote knowledge that leads to human happiness, well-being, world peace.
Movement

Which direction?
What effect?
The White Church, Hornitos, CA (1946)

“No one looked down”

except Will.
The context

Which image is chosen?
El gran jefe cerró el boliche
“Screaming silences”

Which images are missing?
The context

Where is it embedded?
Why is it there?
Mohammed Morsi grants himself sweeping new powers in wake of Gaza

"Love,

As you collected seashells along the shore for me, I've gathered these photographs and memories for you. Like the seashells in your hands, each photo in this book is a treasure to explore. Each picture has its own special story. Bring the memory close to your heart—and listen.

Mom"
Crisis in Darfur

Young girls at a camp for internally displaced persons June 8, 2005, in Kass, Darfur, Sudan.

ushmm.org Learn More | How Can I Help?

© 2007 National Geographic Society
© 2007 Europe Technologies
Image © 2007 TerraMetric
The Senate on Saturday voted 65 to 31 to repeal a policy known as ‘Don’t Ask, Don’t Tell’ that barred most gay and lesbian service members from serving openly in the military.

Senator Joseph I. Lieberman and Senator Susan Collins after the vote on “don’t ask, don’t tell.”

As contemporaneous planning for any lasting American military mission has continued, the political landscape in both countries has made it more possible that the 2011 withdrawal could truly be total.

Some 2,000 Americans have been killed in Iraq since 2003. Some 10,000 civilians were killed, and a million wounded.

President Obama on Wednesday urged Congress to pass a bill that would grant legal status to illegal immigrant students who meet school and other requirements.

The leak of a police report sheds light on the sexual misconduct that led to legal troubles for Julian Assange, the founder of WikiLeaks.
China, Pakistan ink deals worth $10b

After the two governments signed major cooperation documents on Friday, Chinese companies inked additional deals worth $10 billion with Pakistan on Saturday. China delivers flood aid to Pakistan.

Netizens find a word to sum up frustration

The Chinese character 'B' (liang), which is used to describe a rapid price rise, has been voted 'Character of the Year' in an online poll as the public is increasingly dissatisfied with the soaring prices.

Netizens unhappy with poor service on gov't sites

Beijing stern over Japan's Diaoyu island incident

China lashed a Japanese city's move to commemorate Japan's wartime occupation of the Diaoyu Islands more than a century ago, saying such acts 'are nothing but foolish.'
China Daily makes debut in Houston

Former US president George H.W. Bush joined a group of politicians, officials, business people and celebrities to welcome China Daily USA's printing in Houston, Texas.

- China-US trade talks 'make progress'
- Minister. China targets foreign trade 'balancing'
- News from China will be more open, official vows
- Manila pledges safety after hostage standoff
- U.S. and China trade talks 'move forward'
- Nine of the overworked middle class
- DCC081: China Daily makes debut in Houston
- DCC081: Texas' largest daily offers songs told to obey the law or face the music
- From the editor
- From the editor: China Daily makes debut in Houston
- From the editor: Sleepy organic town wins first 'slow city' prize
- Second child? One is enough!
- A snapshot of the overworked middle class
- Diplomacy goes on for DPRK-ROK tensions
- China Daily makes debut in Houston
- US and UK colleges move to boost Chinese
- US official in Beijing over Korea tensions
- A slow and disappointing fortnight
- Tokyo a Mexican standoff at Cancun
- Looking for win-win solutions
- China Daily makes debut in Houston
- US and UK colleges move to boost Chinese
- US official in Beijing over Korea tensions
- A slow and disappointing fortnight
- Tokyo a Mexican standoff at Cancun
- Looking for win-win solutions
Reading visually

What site designs do college students prefer?

- Clear menus
- Clean, simple – not flashy and busy
- Appreciate multimedia but not “blasted”
- Easy to scan

Diversity at Castilleja: Student Leadership
December 2nd-4th, 8 Castilleja Upper Schoolers attended the NACAC Student Diversity Leadership Conference in San Diego. The group was made up of six sophomores, all first time attendees. Petra Carlos-Asbaje, Arika Koppal, Madhu Baum, Simone Delver, and Briana R茨vman, and two returning seniors, Katie Kneh and Cassandra Zubizarreta. The packed schedule included workshops.

Nerdfighters at Castilleja
10 December 2010
Did you see the snowmen at the glass doors this morning? Were you as filled with the spontaneous, random-school-kindness joy of the season as I was? I’m not sure who the Nerdfighters around here are, but I know who got their inspiration from John and Hank Green. John Green is an author who writes excellent books.

Young Women Make a Difference
13 December 2010
Interested in building a better world? Check out the Colt Chicks, young women who are computing to make a difference in the world. Many of them work in areas you may find surprising. Browse your areas of interest and see what computing has to offer. And for some comic relief... be sure to watch.

Did You Know?
06 December 2010
Where has Biography Resource Center gone? In case, you’ve been wondering.

6th Grade Literary Salon Reviewed
29 November 2010
In English, the 8th graders are learning about the writing and...
Welcome to the home page for your International Issues and Public Policy research project. This guide will help you plan your research and link you to resources. There will be several milestones for the project but our goal is to prepare you to conduct independent research in college and monitor your own progress along the way.

Topic presentation due 9/12 (10 pts)
Worksheet due 9/13 (10 pts)
Revised Questions Due 9/21 (5 pts)
Books cited in NoodleBib, due 10/12 (15 pts)
Journals cited in NoodleBib, due 11/16 (15 pts)
Websites, media, and news cited in NoodleBib, due 12/7 (15 pts)

Devise a Research Plan

Represent the Best Possible Sources!

**REFERENCE**
- General Reference Materials
- Subject Specific Reference
  - World War II
  - Encyclopedia of the Civil War
- Bibliographies

**BOOKS**
- Library Catalog
- NoodleBib

**PRIMARY SOURCES**
- Newspaper
- Government Publications
- Speeches

**CHOLARLY SOURCES**
- JSTOR
- Project MUSE
- ProQuest

**REMEMBER:** Represent the Best Possible Sources!
Welcome to our MHMS Learning Wiki - Table of Contents:

A place for lesson plans, student activities, and cool classroom ideas for Middle Schoolers!

This wiki is to be used with MHMS teachers and students for research and resources... but feel free to link to anything of ours using attribution 😊

You suggest the books & we get them! —— You suggest a song & we play them!

You write the book reviews & we publish them! —— You need tech help at home & You got it!
Ottoman Empire

The Ottoman Empire was the last of a series of Turkish Muslim empires. It spread from Asia Minor beginning about 1300, eventually encompassing most of the Middle East, most of North Africa, and parts of Europe, including modern Albania, Bulgaria, Greece, Hungary, Rumania and Yugoslavia. In the Middle East, the Ottomans ruled Syria, Palestine, Egypt, parts of Arabia and Iraq. Only Persia (Iran) and the Eastern part of the Arabian peninsula remained free of Ottoman rule. The empire reached around the Black Sea and into the Caucasus in Central Asia, including Armenia. The Ottomans advanced as far as the gates of Vienna, where they were repulsed for a second time in 1683, the height of their expansion on land. The map below shows the extent of the Ottoman Empire in 1683.
Ottoman Empire

The Ottoman Empire (Ottoman Turkish: امپراتوری عثمانی, Devlet-i Âliye-i 'Osmâniyye) was an empire that lasted from 27 July 1299 to 29 October 1922.

At the height of its power, in the 16th and 17th centuries, the empire spanned three continents, controlling much of Southeastern Europe, Western Asia and North-Africa. The Ottoman Empire contained 29 provinces and numerous vassal states, some of which were later absorbed into the empire, while others were granted various types of autonomy during the course of centuries. The empire also temporarily gained authority over distant overseas lands through declarations of allegiance to the Ottoman Sultan and Caliph, such as the declaration by the Sultan of Aceh in 1565, or through the temporary acquisitions of islands in the Atlantic Ocean, such as Lanzarote in 1568.

With Istanbul as its capital city, and vast control of lands around the eastern Mediterranean during the reign of Sultan Selim I (r. 1512–1520), the empire was at the center of interactions between the Eastern and Western worlds for six centuries.

The Ottoman Empire came to an end, as a regime under an imperial monarchy, on November 1, 1922. It formally ended, as a de jure state, on July 24, 1923, under the Treaty of Lausanne. It was succeeded by the Republic of Turkey, which was officially proclaimed on October 29, 1923.

The empire was also known in English as the Osman Empire, the Ottoman Empire or the Ottoman State, and Osmanlı İmparatorluğu in Turkish. Some referred to it colloquially as the Turkish Empire or simply Turkey (see the other names of the Ottoman State).
The Rise of the Ottomans (Overview)

The Ottomans started as a Turkish tribe among many in Asia Minor (the peninsula that forms most of modern Turkey) during the 13th century AD. From these humble beginnings, they rose to establish a powerful empire that lasted for centuries. A dramatic interweaving of cultures fostered by war, trade, and ethnic migration, the Ottoman Empire eventually stretched across the Near East and much of Europe.

Origins

Asia Minor has always been a crossroads of cultures. During the 11th to 15th centuries, tribes in Asia Minor found themselves in the middle of an ongoing power struggle between the waning Byzantine Empire to the northwest, the Seljuk Turks to the east, the Kai khanate of Mongols to the north, and the Mamluks of Egypt and Syria to the south.

Trade was also a major factor in shaping the society, politics, and economy of the region. As the bridge between Asia and Europe, Asia Minor was crossed by caravan routes and peppered with merchant towns. Rapes from much of the world collected there: spices, precious metals, fine textiles, coffee, and more. The wealth brought in by trade would fuel the rising Ottoman Empire for centuries. Trade also brought a great mixture of peoples. Turkish peoples mixed with Greeks, Arabs, Mongols, and even Chinese, who all brought their own religions, cultures, and languages to the peninsula.

The Seljuks ruled over Asia Minor until the 13th century, when their collapse left the tribal groups of the peninsula to compete for power. Osman I, ruler of a principality near Byzantine territory, immediately started to extend his influence over the surrounding lands and tribes. Military might and politically advantageous marriages quickly cemented his control. Osman’s location in north-central Asia Minor also gave his tribe a tremendous advantage. They were very near the Danubians and within striking distance of the Bosporus—two straits that were gateways to Europe.

Osman and his followers, who later became known as the Ottomans, claimed territory under the ghaz war tradition, the struggle to advance the power of Islam. As Osman’s strength and notoriety rose, he drew more soldiers willing to fight for their faith—as well as for booty—under the Ottoman banner.

Early Expansion
The Ottoman Empire (1299–1923) was a Turkish Muslim state that lasted for more than six hundred years. It was one of the largest and longest-lived empires in history, and it represented one of the greatest civilizations of the modern period. Its territories, at its height, included Anatolia (part of present-day Turkey), the Middle East, parts of East and North Africa, and southeastern Europe, comprising a total area of more than 22 million square kilometers (about 6.5 million square miles). The Ottoman state was established by a tribe of Oghuz Turks as one of many small Turkish principalities that emerged in Anatolia during the Mongolian breakdown of the Anatolian Seljuq State. The state was ruled by the Ottoman dynasty of the Kaykhusraws. The dynasty was founded by Osman I (ca. 1258–1324, in English, Othman) in Sogüt, in the Marmara region of modern Turkey. Situated on the borders of the tottering Byzantine...
Digital Research Tools (DiRT)

This wiki collects information about tools and resources that can help scholars (particularly in the humanities and social sciences) conduct research more efficiently or creatively. Whether you need software to help you manage citations, author a multimedia work, or analyze tools, Digital Research Tools will help you find what you’re looking for. We provide a directory of tools organized by research activity, as well as reviews of select tools in which we not only describe the tool’s features, but also explain how it might be employed most effectively by researchers.

Please provide feedback on DiRT and recommend tools not included here (yet).

If you’re interested in contributing to this wiki, please email Lisa Spino at lisa@unc.edu. Please see Guidelines for Contributors to learn how to add new information to the wiki.

If you are unfamiliar with some of the jargon, please see our Glossary page.

If you do not need an account to view information in DiRT, request access via if you would like to contribute information.

Types of Tools

Want to...
- Analyze data
- Analyze texts
- Author an interactive work
- Blog
- Brainstorm/generate ideas
- Build and photo collections
- Collaborate
- Collect data
- Communicate with colleagues
- Compare resources
- Conduct linguistic research
- Conduct/munge/prove data
- Create a map
- Edit images
- Find research materials
- Focus
- Make a dynamic map
- Make a scrapbook
- Manage bibliographic information
- Manage tools
- Mine data
- Network with other researchers
- Organize my research materials
- Perform qualitative data analysis
Consider the impact of smaller screens
<table>
<thead>
<tr>
<th>Percent (of 2,440 comments)</th>
<th>Comment Topics (addressing specific credibility issue)</th>
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</thead>
<tbody>
<tr>
<td>1. 46.1%</td>
<td>Design Look</td>
</tr>
<tr>
<td>2. 28.5%</td>
<td>Information Design/Structure</td>
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<td>3. 25.1%</td>
<td>Information Focus</td>
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<td>4. 15.5%</td>
<td>Company Motive</td>
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<td>5. 14.8%</td>
<td>Information Usefulness</td>
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<td>6. 14.3%</td>
<td>Information Accuracy</td>
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<td>7. 14.1%</td>
<td>Name Recognition and Reputation</td>
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<td>8. 13.8%</td>
<td>Advertising</td>
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<td>9. 11.6%</td>
<td>Information Bias</td>
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<td>10. 9.0%</td>
<td>Writing Tone</td>
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<td>11. 8.8%</td>
<td>Identity of Site Operator</td>
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<tr>
<td>12. 8.6%</td>
<td>Site Functionality</td>
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<tr>
<td>13. 6.4%</td>
<td>Customer Service</td>
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<tr>
<td>14. 4.6%</td>
<td>Past Experience with Site</td>
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<td>15. 3.7%</td>
<td>Information Clarity</td>
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<td>16. 3.6%</td>
<td>Performance on Test by User</td>
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<tr>
<td>17. 3.6%</td>
<td>Readability</td>
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<tr>
<td>18. 3.4%</td>
<td>Affiliations</td>
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(Category with less than 3% incidence are not in this table.)

The Many Benefits of Atmospheric CO2 Enrichment • Volume 15 Number 52: 26 December 2012

Major Report

The State of Earth’s Terrestrial Biosphere: How is it Responding to Rising Atmospheric CO2 and Warmer Temperatures? Climate alarmists have long suggested it is in dire straits. Real-world observations, on the other hand, reveal that vegetative productivity and growth have been significantly increasing over the past century or more.

Contribute to the Center

Click Here to Donate: We need your financial support! As a 501(c)(3) public charity, the Center for the Study of Carbon Dioxide and Global Change accepts corporate, foundation and individual donations to fund its educational activities. All donations are kept confidential. If you have browsed our website or utilized our material in the past year, please consider making a financial contribution during this holiday season. Your contribution is greatly appreciated.

Editorial

Eight Decades of Glacier Movements in Southeast Greenland: Have the ice masses been uniformly wasting away and retreating?

Journal Reviews

Drifting Along with the CMIP3 Models: ... as they carry their creators on a frustratingly wild ride that is often far removed from reality.

The Ability to Identify Category 4 and 5 Atlantic Hurricanes with Mid-20th-Century Tools: Were the tools of that earlier age good enough to do a good enough job?
Sea Level is Not Rising

Written by Professor Nils-Axel Möller
Friday, 07 December 2012 10:31

Main points

- At most, global average sea level is rising at a rate equivalent to 2-3 inches per century. It is probably not rising at all.
- Sea level is measured both by tide gauges and, since 1992, by satellite altimetry. One of the keepers of the satellite record told Professor Möller that the record had been interfered with to show sea level rising, because the raw data from the satellites showed no increase in global sea level at all.
- The raw data from the TOPEX/POSEIDON sea-level satellites, which operated from 1993-2000, shows a slight uptrend in sea level. However, after exclusion of the distorting effects of the Great El Niño Southern Oscillation of 1997/1998, a naturally-occurring event, the sea-level trend is zero.
- The GRACE gravitational-anomaly satellites are able to measure ocean mass, from which sea-level change can be inferred. In 2004, NASA scientists released data showing that the sea level has not risen in the last few years, contrary to other allegations.
Truthful images aren’t just pretty
Edward Tufte: Visualize data

• Graphical excellence
  – Greatest number of ideas
  – In the shortest time
  – With the least ink
  – In the smallest space
• Shows data variation, not decoration
• Tells the truth

Pandemic vs. endemic

• Pandemic: an epidemic of infectious disease that has spread through human populations across a large region
  – HIV, Spanish Plague, Black Death

• Endemic: a stable disease, continually present in a community, people develop resistance over time
OUTBREAK
Deadliest Pandemics in History

What is a Pandemic?
Derived from the Greek word pandemos meaning “pertaining to all people,” a pandemic is a widespread disease that affects humans over a wide geographic area.

Key:
- PANDEMIC
- DEATH TOLL

<table>
<thead>
<tr>
<th>Pandemic</th>
<th>Year(s)</th>
<th>Death Toll</th>
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<tbody>
<tr>
<td>Measles</td>
<td>1918</td>
<td>200 million</td>
</tr>
<tr>
<td>Smallpox</td>
<td>1725-1727</td>
<td>300+ million</td>
</tr>
<tr>
<td>Black Death</td>
<td>1348-1350</td>
<td>75 million</td>
</tr>
<tr>
<td>Plague of Justinian</td>
<td>541-542</td>
<td>25 million</td>
</tr>
<tr>
<td>Spanish Flu</td>
<td>1918</td>
<td>50-100 million</td>
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<tr>
<td>Third Pandemic</td>
<td>1968-1969</td>
<td>12 million</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>1981</td>
<td>25+ million</td>
</tr>
<tr>
<td>Cholera</td>
<td>1817</td>
<td>3 million</td>
</tr>
<tr>
<td>Typhus</td>
<td>1910</td>
<td>4 million</td>
</tr>
<tr>
<td>Non-Kong Flu</td>
<td>1918</td>
<td>1 million</td>
</tr>
</tbody>
</table>

Honorable Mentions
Although the following occurred before 1500, there is no exact record of the number of deaths caused. They continue to occur in various areas around the world:
- Plague of Athens (430 BC)
- Black Death (1348-1350)
- The Great Plague of London (1665)
- Influenza pandemic (1580)

Ring Around the Rosie, a Pocket Full of Rye
Legend has it that the Black Death was caused by a bubonic rat. The rats ate rats that had eaten a grain of wine in the wine barrels, and that is why the children chanted, 'Ring Around the Rosie, a Pocket Full of Rye.'

Source: CDC. A collaboration between CDC and Column Five.

Note: The figures for the death tolls are estimated and may vary.
What % of people who get this disease die from it? (CFR)

What % of population died?

What % of infected died?
Data visualization is not inherently neutral

What goes in? + How is it presented? = Quality of result

Data visualization is not inherently neutral.
Information in a visual is *not yet knowledge*.

Note: Data for age category also includes respondents who were not contributors but who did read Wikipedia. Average age for contributors is 26.8 (vs. 25.3 for readers). "Regular" contributors include authors, editors, and administrators. "Occasional" contributors include readers who occasionally contribute as authors or editors.

Source: "Wikipedia Survey - First Results" UNII-MFIRT April 2009
What’s the visual message?
“The minute you pick up the camera you begin to lie – or to tell your own truth...You make subjective judgments every step of the way – in how you light the subject, in choosing the moment of exposure, in cropping the print. It’s just a matter of how far you choose to go.”

--- Richard Avedon

History is “the set of questions that we in the present ask of the past.”

– Ken Burns

“Burns’ Series Honors his Father’s War” by Steven Winn. San Francisco Chronicle 9/19/07 E1
“Stolen Dreams”

What will history say about this photograph?
Credibility changes with our expectations

“Guideline 2.2 - Symbolic Photographs

If an illustration, especially a photograph, can be taken to be a documentary picture by the casual reader, although it is a symbolic photograph

Then the accompanying caption or text must identify:
– Substitution (i.e. a similar subject at a different time, or a different subject at the same time, etc.),
– Symbolic (reconstructed scenes, artificially visualised events to accompany text, etc.),
– Photomontages or other changes

“German Press Code” 2006
“The ability of a visual language to express more than one meaning at once is also its limitation.” — Eco, Umberto (1994). The Search for a Perfect Language. Blackwell. p. 174

Caption: “A child’s toy lies amidst broken glass from the shattered windows of an apartment block near those that were demolished by Israeli air strikes in Tyre, southern Lebanon, Monday, Aug. 7, 2006. Israeli bombs slammed into a complex of buildings flattening four multistoried apartment blocks, including the one apartment that had been the target of Saturday’s Israeli commando raid, whilst a civil defense ambulance was hit in the rear and slightly damaged with emergency workers who had gone to the bomb site to search for bodies being forced to flee.” (AP Photo/Ben Curtis)
What meanings do we infer?

Icons, symbols, signs, metaphors
Meaning changes

U.S. National Archives

“New York City Celebrating the Surrender of Japan, Lt. Victor Jorgensen. August 14, 1945.” National Archives
seventeen magazine’s
BODY PEACE TREATY
We vow to...

- Help make your life amazing! You have big dreams and we want you to achieve every single one of them!
- Never change girls’ body or face shapes. (Never have, never will.)
- Celebrate every kind of beauty in our pages. Without a range of body types, skin tones, heights, and hair textures, the magazine—and the world—would be boring!
- Always feature real girls and models who are healthy. Regardless of clothing size, being healthy is about honoring your natural shape.
- Be totally up-front about what goes into our photo shoots. You can go behind the scenes on our Tumblr (seventeen.tumblr.com) and see the whole shebang!
- Help you make the best choices for your body—food that fuels you, exercise that energizes you—so you can feel your absolute best each day.
- Give you the confidence to walk into any room and own it. Say bye-bye to those nagging insecurities that you’re not good enough or pretty enough—they’re holding you back from being awesome in the world!
- Listen carefully to you. If something in the magazine confuses you or makes you feel bad, we want hear about it. You can e-mail us anytime at mail@seventeen.com or reach out to me directly at ann@seventeen.com.

XOXO
A.

what really changes!

before

after

Here’s a peek at the minor tweaks we made to a fashion picture of Magdalena, 21. A few messy details—cleaned up. Her gorgeous smile—totally authentic!
Digital forensics

Altering truth

- Digitally altered photos after they are taken
- Staged events as if they were real
- Staging scenes or moving objects and photographing them
- False or misleading captions

Another example: Union or Confederate?

http://www.fourandsix.com/photo-tampering-history/
Teaching Tips
Has my photograph been altered?

Personal and professional photographs are often staged or edited:

- For dramatic or aesthetic impact
- To correct imperfections (e.g., red eye)
- To deceive the viewer

One test for an edited image is to use an image search engine to compare your image with others.
Show Me® Born Digital Photo or Image

Has my photograph been manipulated?

Personal and professional photographs are frequently staged, cropped or altered:
• For dramatic or aesthetic impact
• To correct imperfections (e.g., red eye, exposure setting, color correction)
• To deceive the viewer

You can compare shadows on similar objects to see if the light source is consistent. Another method is to draw lines to check the light source.
• Draw a line that connects a point on a shadow with its corresponding point on the object.
• Repeat for all the shadows in a photo.
• If the shadows are real, the lines will either intersect or be parallel, indicating the location of the light source.

Tip: Slight errors in matching points to shadows might throw the lines off slightly, but large discrepancies indicate editing.
8-10,000 people demonstrated in the streets of Tunis to protest extremism and violence, the daily newspaper Le Maghreb published a photograph in which the crowd was digitally duplicated to appear even larger.
Teaching Questions

• What is its impact on me?
• What do I literally see?
• How is it composed? What effect does that have?
• What can I infer about it?
• Who created it?
• For what purpose? Is it from something larger?
• Who is the audience?
• What’s the point of view (rhetorical stance)?
• Does it use conventions of a genre (news, art, personal)? What expectation do I have of this?
• What’s the larger context (historical, cultural)?
• What’s the message, theme or argument?
• Why is it important?
How do I evaluate a “born digital” photograph?

A photograph can be both a visual record and a fine art. Its meaning is shaped by the photographer’s point of view and the background we bring to it. To “read” and evaluate a photograph, ask:

- What do I see (observations)?
- What might it mean (inferences)?
- How does it make me feel?
- Why might this photo have been taken?
- What might be the photographer’s intent (e.g., to persuade, analyze, record or document, or as an artistic expression)?
- What is out of the picture? What might be missing?
- What other questions might I ask?
<table>
<thead>
<tr>
<th>Media Type</th>
<th>Citation</th>
<th>Description</th>
<th>Notecards</th>
</tr>
</thead>
</table>
Search visuals first
Compare Front Pages

- **Newseum** – pick two
- **CNN** v. **CNN International**
- **NY Times Print** v. **NY Times Web Edition**
- China Daily **US, HK, China**
Reading an image

- **Elements**
  - line, scale, shape, texture, patterns, light

- **Arrangement**
  - balance, contrast, dominance /subordination, emphasis, movement, repetition, rhythm, variation, unity.

- **Subject**
  - main / supporting

- **Context**
  - Culture, symbols, background

- **Purpose / Audience**
Classical rhetoric can provide a framework for visual literacy

- **Ethos**: The perceived credibility of the author / creator
- **Logos**: The logical appeals of the author / creator designed to influence the audience
- **Pathos**: The emotional appeals of the author / creator designed to influence the audience.
A dynamic relationship

Content

Photograph
- tone, style, genre, structure

Context
- Created when and where?
  (Social, cultural, political, economic)

Context
- Embedded where?
  (newspaper, album, scientific paper)

Photographer
- purpose

Viewer
- beliefs, point of view
- response
Visual Literacy: News Media

_______’s Reading of a Media Photograph

<table>
<thead>
<tr>
<th>WHAT DO YOU SEE? (Observations)</th>
<th>WHAT DOES IT MEAN? (Inference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonverbal gestures (arms, hands, fingers)</td>
<td></td>
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<td></td>
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<tr>
<td>Facial expression (head, eyes, mouth)</td>
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<tr>
<td>Body language (distances, code matching)</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>People (age, gender, ethnicity)</td>
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</tr>
</tbody>
</table>
Teaching Considerations “visual thinkers”*

- They differ: memory, imagery, spatial abilities
- Trouble translating visuals into words – may be reluctant or late talkers
- Trouble ordering, relating, connecting pieces of information
- Sensitivity to visual overload
- Tendency toward false memories
- Trouble retrieving information - but a visual cue can bring back a flood of knowledge

Strengths of visual thinkers*

- Exceptional photographic recall
- Can visually imagine, manipulate, and rotate objects in mind.
- Cinematic thinking - potentially great for film-making or storytelling
- Strong recall of visual details
- Strengths in visual analysis, problem-solving, pattern recognition

Visual Literacy
New challenge

• European Americans find it easy to identify an object *out of context* while Asians more accurately detect changes *in the background environment*. (Cole & Packer 143)
  – Eye tracking shows differences between fixing on the focal object vs. background. (Cole & Packer 148)

• Americans take photos in which faces are 35% larger than in East Asians’ photos. (Phillips 176-77)

“Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.”

http://www.ala.org/acrl/standards/visualliteracy
Teaching provocation

Visual literacy education should not begin with reading [advertising] messages. We need children to understand that they (we) are exploited workers in the living room factory, employed by the media and paid by content. Our “job” is to consume advertising. - Sut Jhally

Visual Literacy

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