

## Visual Literacy - Visual Principles

### Objectives

- Define visual literacy in your own words
- Describe the factors that influence students' decoding of visuals
- Describe the factors that influence students' encoding of visuals
- State in your own words the goals that good visual design aims to achieve
- List and explain the various components that designers used to achieve their visual design goals.

### What is Visual Literacy?

- “. . . the learned ability to interpret visual messages accurately and to create such messages.”
- Smaldino, S., et al. (2005). *Instructional Technology and Media for Learning*
- Visual literacy can be developed in students by improving
  - Input strategies
  - Output strategies

### Improving Visual Literacy

- Input Strategies: helping learners decode or read visuals proficiently by practicing visual analysis skills
  - Picture analysis
  - Discussion of multimedia
  - Discussion of video
- Output Strategies: helping learners to encode or write visuals—to express themselves and communicate with others
  - Planning and producing digital photo and video sessions
  - Planning and producing displayed media, both static and dynamic

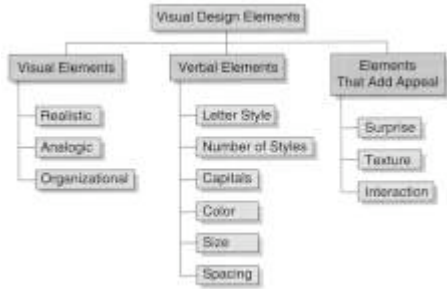
### Goals of Visual Design

- Ensure legibility
- Reduce the effort required to interpret the message
- Increase the viewer's active engagement with the message
- Focus attention on the most important parts of the message.

### Processes for Visual Design

- Three major design decisions to make:
  - Elements: electing and assembling the verbal/visual elements to incorporate into the display
  - Pattern: choosing an underlying pattern for the elements in the display.
  - Arrangement: arranging the individual elements within the underlying pattern

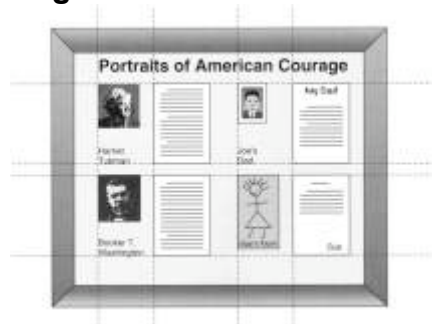
# Visual Design Elements



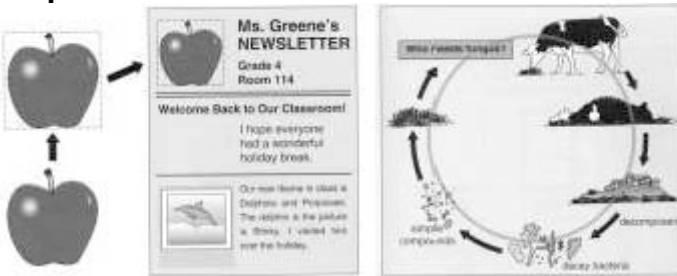
## Pattern

- Alignment
- Shape
- Balance
- Style
- Color Scheme
- Color Appeal

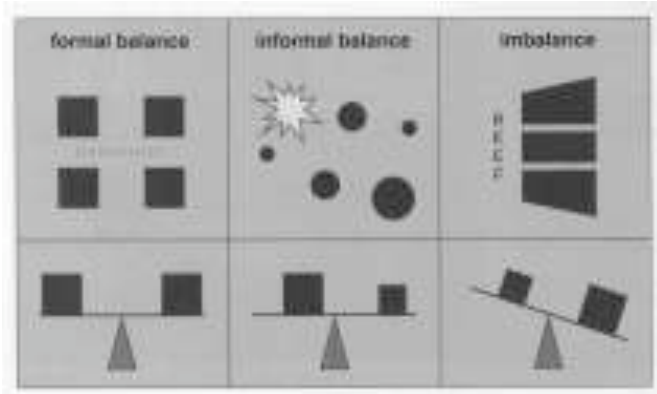
## Alignment



## Shape



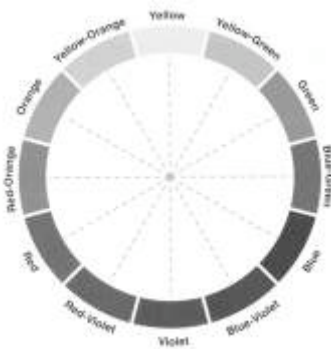
## Balance



## Style

- Different audiences and different settings call for different design styles.
- Imagine a group of adults watch a training video styled after Barney and Friends.
- Imagine a group of early elementary students being “not” entertained by an after-school show styled after CSI: Miami.

## Color Scheme



## Color Appeal

- Blue, green, violet = “cool” colors
- Red, yellow, orange = “warm” colors
- This is a learned phenomenon
- Active, dynamic content?
  - Use warm colors
- Contemplative, thoughtful content?
  - Use cool colors

Children prefer “warms”; maturity leads to “coolness”

## **Arrangement**

- Proximity
- Directionals
- Consistency

## **Proximity**

- Things near one another are related
- Things far apart from one another are unrelated
- Producing displays with any other proximity pattern is confusing.

## **Directionals**

- We scan a display in much the same way we read: left to right, top to bottom
- If your display requires movement different than that, you'll need directionals.
  - Visual directionals such as arrows.
  - Textual directionals such as bold headings, colored text, and bullet lists.

## **Consistency**

- In planning a "set" of displays (think PowerPoint slides here . . . ), be consistent in your arrangement of the elements.
- Even in a computer lab, it's important that desktops remain the same for instructional purposes.