

Presentation Title: STEAMing through Visual Literacy Pedagogy

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- Dr. Mindy J. Hopper is entering her 38th year of teaching. Currently, she teaches for the NTID Department of Liberal Arts and the Masters of Science in Secondary Education. She earned her Master's in Education at the Illinois State University and Doctor of Philosophy in Education at the University of Rochester. Dr. Hopper's pedagogy is based on access to a language and students' motivation to participate in a community of scaffolding events. A professor at Rochester Institute of Technology, she asserts that Deaf students have been positioned as relegated bystanders due to spoken language privileges and embedded institutional ideologies Dr. Hopper views incidental learning as lifelong social and academic practice. Moreover, she believes that the Access-Participation theory (APT) is a valuable framework for assessing learning phenomena in various situated contexts. Professor Hopper reminds her colleagues incidental learning, in addition to formal and informal learning, is a vast and critical component of daily learning. Finally, she argues that schools are accountable for ensuring that their environments be conducive to deaf students' access to incidental learning opportunities.

Abstract: Typically, we all take contexts of informal and incidental learning for granted and visual literacy development occurs in during these different types of environments. Visual literacy has been defined as “the ability to ‘read,’ interpret, and understand information presented in pictorial or graphic images” (Wileman, 1993, p. 114). Furthermore, visual literacy pedagogy involves pursuing visual-based tools to describing, analyzing, interpreting, or inferring concepts. These pedagogical approaches, in any course, involve curricula materials such as photos, skits, videos, and text. These activities lead to skill development of annotating, vocabulary building, mapping, and writing. These cognitive demands are crucial and essential for STEAM relevant courses and fields. This type of pedagogy would support visual-oriented students as well as encouraging other students to look at visual messages from a different angle.

Summary: We all take contexts of informal and incidental learning for granted and visual literacy development occur during these different types of environment. Visual Literacy pedagogy involves pursuing visual-based tools to describing, analyzing, interpreting, or inferring concepts. These pedagogical approaches involve curricula materials such as photos, skits, videos, and text. These activities lead to skill development of annotating, vocabulary building, mapping, and writing. These cognitive demands are crucial and essential not only for English classes, but also STEAM relevant fields. The presentation will involve a sample lesson and the audience will experiment with some brief activities as if they are students. Finally, it is imperative to understand these visual literacy skills develop not only during formal learning, but

also in informal or incidental learning. This presentation would mostly benefit educators, interpreters, and parents.

Objectives:

1. The audience will be able to define 'visual literacy.'
2. The audience will be able to identify the differences between 'formal', 'informal', and 'incidental learning.'
3. The audience, in groups, will be able to develop strategies and utilize tools to
 - annotate a visual image.
 - develop vocabulary stemming from the visual image.
 - describe the visual image.
 - interpret the visual image.
 - provide evidence of their interpretations of the visual image.
 - contemplate on mapping or outlining strategies for their visual image work.
 - analyze and ensure coherence of their visual image work.
 - determine which grammatical rules to apply in their visual image work.
4. The audience will be able to identify how this particular visual literacy unit would support summarizing or critiquing text.