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Documenting the Visual Literacy InFUSION Project through Mini Learning Stories

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DRAFT

Documenting the Visual Literacy InFUSION Project through Mini Learning Stories

Presenters: Chris Clark,* Martha McKenna, Andres Ruesch, Janet Sauer and Ellen Schon (*I am still waiting to hear if Chris is able to join us)

Description (80 words max)

The Visual Literacy InFUSION Project is a professional development program designed to increase the creative teaching and assessment of learning in visual literacy. Lesley University created a model for integrating learning experiences in which visual literacy is infused across the liberal arts and sciences disciplines and professional majors. Faculty Fellows will discuss the impact of this program on their personal and professional development as educators as well as sharing mini learning stories using images and text to document their development.

Abstract (250 words max)

The Visual Literacy InFUSION Project is a professional development program designed to increase the creative teaching and assessment of learning in visual literacy to transform undergraduate student learning experiences. Funded by the Davis Educational Foundation, Lesley University created a model for infusing visual literacy across the liberal arts and sciences disciplines and professional majors in the College of Art & Design and College of Liberal Arts and Sciences. Collaborating in cross-school partnerships, a group of 16 faculty explored visual literacy across their various disciplines to create pedagogical projects to expand students' understanding of the power of images as tools for both learning and communicating what one knows. As Peter Felton points out in "Visual Literacy" (2008):

To train students to see critically and to create in multiple modes should be an essential component of a liberal education. That will require not only re-envisioning our curricula and teaching practices but also supporting faculty...in learning to both value and use visual representations in working with students.

A panel of Visual Literacy Faculty Fellows will discuss the impact of this program on their personal and professional development as educators. The Fellows will then share how they documented their learning in mini stories created on storyboards using both images and text. The mini learning stories capture the Fellows' experiences in visual literacy both as an exploration of the self and as a vehicle for teaching for social change.

Felton, P. (2008). Visual Literacy. Change. Nov/Dec 2008.

The presentation addresses the COS Day priorities:

- Visual literacy as a vehicle for social change
- Visual literacy as an exploration of the self