

Textbook Analysis Guide
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A Visual Literacy Curriculum:

1. *Multimodal Fluency* – teach a basic design vocabulary (metalanguage) for discussing, analyzing and comprehending visual images
2. *Design Context* – provide space, support, and resources for producing visual texts – visual producers of digital media
3. *Visual Judgment* – develop constructive critics of visual information, accuracy, validity, and worth – critically media literate
4. *Reader Agency* – implies readers have:
 - *authority* – positioned as interpreters, not rote memory of information
 - *opportunity* – rich experiences in interpreting visual texts
 - *capacity* – the strategies and tools (metalanguage) for discussing and comprehending visual texts, interpretive repertoire
 - *community* – supportive classroom discourse, interpretive horizons

Manifest Meanings (Closed)

1. *Instrumental* (text as resource) – ability to extract information accurately – just the facts (names, dates) – discovering the hidden main idea

Associative Meanings

2. *Narrative* (text as shared experience) – understand the story (action) being told – sequence of actions, empathy
3. *Iconic* (text as icon) – visual images stand for broader cultural meanings – themes, (So What?)
4. *Editorial* (text as commentary) – advancing opinions or critique, consider author's perspective – need vast contextual knowledge (political cartoons)
5. *Indicative* (text as index) – pointing to the author and context of production

Evaluative Meanings (Open)

6. *Oppositional* (text as positioning) – resist the ways images are positioning the reader/viewer – visual texts are not neutral carriers of meanings
7. *Reflexive* (text as mirror) – autobiographically grounded, personal response, reactions and connections

Strategies for Teaching Visuals in Expository Texts and Textbooks:

Steve Moline (1995)

1. Explicit instruction (demonstrations) by teachers on how to read visual information in textbooks.
2. Conducting think alouds on visual images.
3. Read captions and other text connected to the visuals.
4. Focus students attention on specifics of a graphic or visual before trying to understand the complete visual – break it down into components.
5. Have students create a variety of graphs and charts based on same information – discuss various ways of representing the information.
6. Share possible ways of representing information and the affordances and limitations of each.

I See What You Mean: Children at work with Visual Information. Stenhouse Publishers.

Use Design Elements to:

Highlight	Use of color
Connect	Arrows and numbers
Hierarchies	Headings and subheadings
Organize	Columns and Tables
Separate	Line, white space, borders
Reference	Bibliographies, footnotes, hyperlinks

Visual Text Purposes:

To Explain	Diagrams Pie / Bar Graphs Tables
To Instruct	Glossary “How to” charts Flow Diagrams
To Report	Photography Scale Diagrams Cutaways Maps
To Organize	Timelines Tree Diagrams Tables Maps Webs
To Persuade	Photography Editorials Graphs