

Interactive Visuals and Emergent Literacy

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Who we are

- Introductions
- Liz will be drawing



Vancouver NCBC Chapter Read-A-Thon



We have been using visuals such as graphic charts and graphic recording in different ways.
Liz and Aaron work as graphic recorders at events.
Self advocate presentation for 20 people on health access and rights.



Panel of International Bankers talking to global audience about using finances to support social justice.

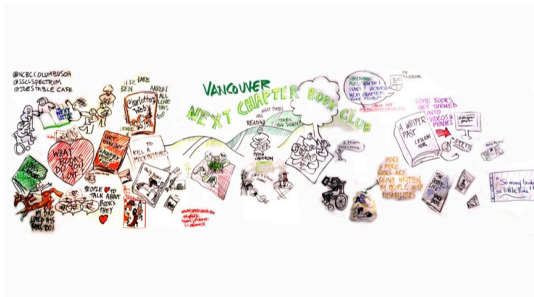
About 250 people.



“Books Make for Great Conversations”
“Places to Read” “Ways to Read”



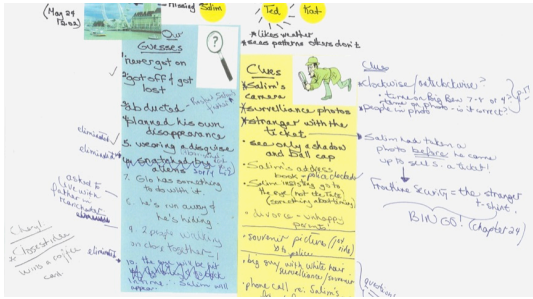
“What books do you love?”
“Where do you read?”



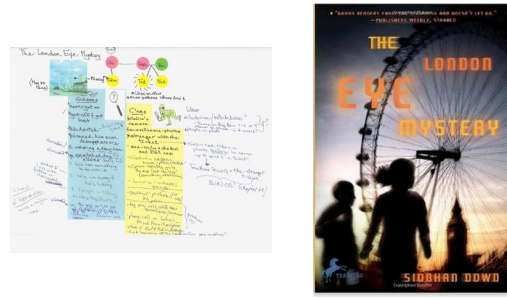
Stories about books.
Stories in books.



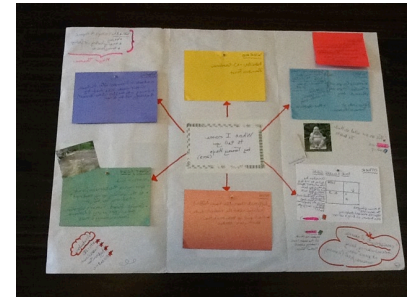
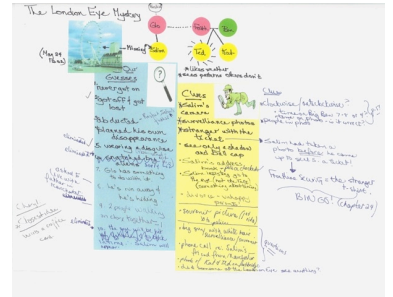
Susan has been making and using different kinds of charts to help people understand the books they've chosen

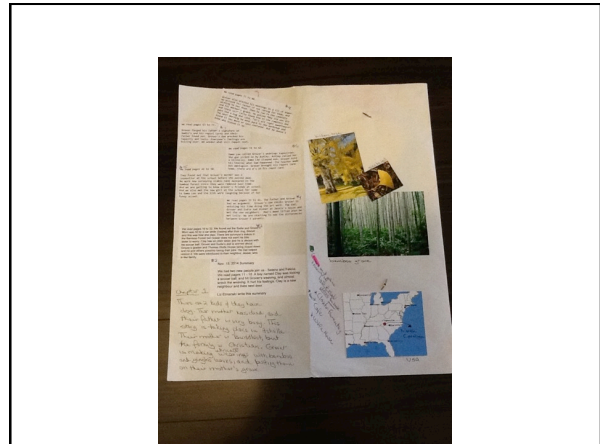


Everyone came to our new Vancouver Next Chapter Book Club uncertain about whether they were "good enough" readers



None of them had read mysteries before, so there was lots of learning





What is Emergent Literacy?

Overview of Emergent Literacy Research

Definitions of emergent literacy. Our review of research revealed numerous but complementary definitions of emergent literacy. Researchers agreed that emergent literacy (a) begins during the period before children receive formal reading instruction, (Stahl & Miller, 1989; Teale & Sulzby, 1987; van Kleeck, 1990), (b) encompasses learning about reading, writing and print prior to schooling (Sulzby & Teale, 1991), (c) is acquired through informal as well as adult-directed home and school activities, and (d) facilitates acquisition of specific knowledge of reading. Emergent literacy differs from conventional literacy as it examines the range of settings and experiences that support literacy, the role of the child's contributions (i.e., individual construction), and the relation between individual literacy outcomes and the diverse experiences that precede those outcomes.

Definitions of Emergent Literacy Terms

The term "emergent" denotes the developmental process of literacy acquisition and recognizes numerous forms of early literacy behavior. While frequently discussed in the research we reviewed, these early literacy behaviors (or areas of knowledge) are characterized by terms that are defined in different ways by different authors. The following definitions of emergent literacy terms represent the most commonly used meanings of those terms, and will facilitate understanding of the review of emergent literacy.

- Conventional literacy: reading, writing, and spelling of text in a conventional manner.
- Conventions of print: knowledge of the semantic and visual structure of text.
- Purpose of print: knowledge that words convey a message separate from pictures or oral language.
- Functions of print: awareness of the uses of print from specific (e.g., making shopping lists, reading street signs, looking up information) to general (e.g., acquiring knowledge, conveying instructions, maintaining relationships).
- Phonological awareness: conscious ability to detect and manipulate sound (e.g., move, combine, and delete); access to sound structure of language, awareness of sounds in spoken words in contrast to written words.

"Emergent Literacy: Synthesis of the Research," National Center to Improve the Tools of Educators, funded by the U.S. Office of Special Education Programs. Barbara K. Gunn, Deborah C. Simmons, Edward J. Kameenui. <http://www.researchconnections.org/childcare/resources/2776/pdf>

What is Graphic Recording / Facilitation? www.loosetooth.com

The Draw Quad

THINK drawing to think through ideas
Here I'm drawing to work out your ideas. Getting your ideas, thoughts, feelings out of your head and onto paper. These drawings are personal; they don't have to be for anyone but you. These images can be fast, messy, temporary.

SHOW drawing to communicate
These are drawings you create to speak to a specific audience. You are crafting a message to share. Often because these images are conveying something specific, they need to be more refined. Get your point across.

SEE drawing to represent
This is observing and making a drawing look like the object or subject you're drawing. In: The notes that look like a scene. Even within that objective, there's a zillion styles, ways to draw that scene.

DO drawing to facilitate
This is about bringing your drawing skills to a group to serve their work. This is where graphic facilitation lives. This is about getting other people's notes, remarks to do better work because you can visualize what they're doing. The group can all be on the same page. These are works in progress, in process.

“Time for a Paradigm Shift: Recognizing the Critical Role of Pictures Within Literacy Learning,” Beth Olshansky

“... soon after children enter school, they are discouraged from using pictures as a key form of expression. Preschool and kindergarten teachers understand the value of pictures in developing children’s thinking, language, and self-expression. However, beginning in first grade, there is huge pressure on teachers to steer students away from their natural visual language and to replace it with written language, which must be taught. Young children receive subtle and not-so-subtle messages that reading and writing in pictures is less valued than reading and writing words. In fact, at some point (usually during first grade), children are told that drawing pictures must wait until after they complete their (real) work—i.e., their writing.”

“Teaching Literacy Through Art,” Guggenheim Museum.

<http://www.guggenheim.org/new-york/education/school-educator-programs/learning-through-art/research-studies/teaching-literacy-through-art>

Findings

The study found that LTA helps students become better learners and thinkers, and findings indicate that those who participated in the program performed better in all six categories of the following literacy and critical-thinking skills:

- Extended focus
- Hypothesizing
- Providing multiple interpretations
- Schema-building
- Giving evidence
- Thorough description

Contact

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Thanks to everyone who donated and to Joe’s Table Cafe for hosting our Read-A-Thon / Draw-A-Thon

