The Hebrew University of Jerusalem

Syllabus

Visual literacy - Visual text analysis - 34022

Last update 07-08-2016

__HU Credits:__ 2

__Degree/Cycle:__ 1st degree (Bachelor)

__Responsible Department:__ teaching training - diploma

__Academic year:__ 0

__Semester:__ 1st Semester

__Teaching Languages:__ Hebrew

__Campus:__ Mt. Scopus

__Course/Module Coordinator:__ Muli Ben Sasson

 __Coordinator Email:__ mulibs@gmail.com

__Coordinator Office Hours:__ Scheduled meetings, Sunday afternoons, during the first semester

Teaching Staff:
  Prof Muli Ben Sasson

Course/Module description:
  Visual literacy is the ability to simulate, understand and use visual imagery, including the ability to think, analyze critically, assess visual texts, and alternate between visual and verbal texts and between verbal texts and visual expression.

Course/Module aims:
  In the past, verbal text criticism was more dominant then criticism of visual expressions. Since the end of the 20th century we are bombarded by a variety of visual expressions through a variety of mediums - The internet, television and in the private and public space. The ability to interpret visual expressions and think of them as messages worth criticize has become an essential skill for all. It is even more important for teachers, as it is a powerful tool for learning, teaching and developing creative, criticized and independent thinking in this generation. In the course, we will analyze the significance of visual literacy as means of expression and communication in modern culture, and we will ask what makes it an essential field for applied research in the education systems.

Learning outcomes - On successful completion of this module, students should be able to:
  Developing the ability to translate visual literacy to practical language and use it for developing an overview for anyone exposed to information and knowledge inundated with visual expressions, including the visual creation of arts, design, film and media.

Attendance requirements(%):
  80

Teaching arrangement and method of instruction: Lectures, discussion and an assignment.

Course/Module Content:
  Source and Image | Iconography | Context | Verbal and visual metaphor | Reference | sign/signifier/signified/referent Semantics and Morphology

Required Reading:
  Visual Literacy in Action

Education in the visual era
By: Rachel Shlita , Ariel Friedman and Ruth Hartan
MOFET Institute

Language - much more than words
By: Dr. Sherman Rosenfeld
The article published in Kim'at 2000, Journal of Science and Technology, Science Teaching Center, The Hebrew University, Paper No. 7, Summer 1995, pages 73-68. Can be found at: http://www.snunit.k12.il/heb_journals/kimat2000/007010.html

Visual texts in education - Research and Implications
By: Rimona Cohen
MOFET Institute

Additional Reading Material:
 Journey to the past - visual history of mankind
By: Rachel Shlita and Dr. Ktzia Avieli Tabibian-Matach

Visual Math
By: Pnina Hod Gilboa

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 50 %
Project work 40 %
Assignments 10 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
 none