

Faculdade de Engenharia da Universidade do Porto
Programa Doutoral em Mídias Digitais

Imagens e as Leituras para o Século XXI.

palestrante: Jorge Luís Pacheco Barcelos
orientador: José Manuel Pereira Azevedo

introdução



- discurso oral e da escrita
- Platão e as imagens
- ensino sistematizado



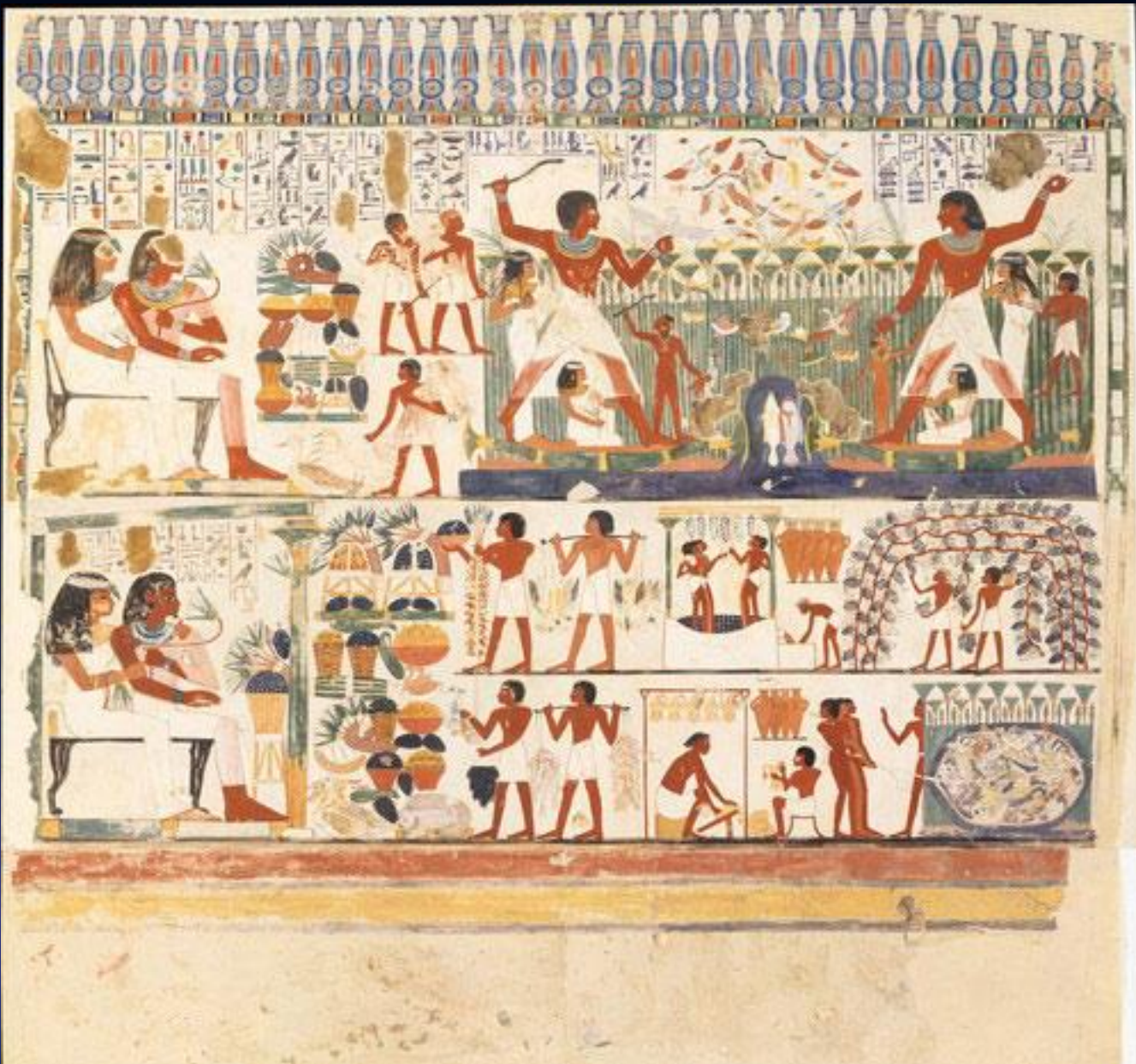
Venus de Willendorf
22-24 mil A.C.

- Literacia visual
- Limitações do uso
- Processamentos da informação



- Santos e deuses
- Mitos e imagem
- Imaginário popular

Santa Brígida



- Imagem e função
- Narratividade
- Código representação

Detalhe de pintura mural egípcia



Van Eyck, J. 1433, Portrait of a Man



Cornelius, R. 1839, Self-Portrait

- Retrato e selfie
- Registro e memória



Durer, A. 1500, Self-Portrait at 28



Jackman, H. 201?, Selfie

- Imagem e função
- Tecnologia e conhecimentos



- perpetuação do poder
- expressão pessoal e subjetividade
- crítica aos costumes
- Domnio conhecimento

Goya, F. , 1801. A Família de Carlos IV



Fragonard, Jean-Honoré, 1767. O Balanço

- funções da literacia visual
- sistema de produção era restrito e caro
- o uso consciente e crítico



- Sintaxe visual
- Media e representação
- Técnica e conhecimento

Saber medir as diferentes literacias auxilia o aprendizado, pois fornece informações de como o processo de aprendizagem e entendimento está a ocorrer. Nas últimas décadas é que surgiram diferentes métodos para medir o grau de aprendizagem pelo desenvolvimento do pensamento crítico, assim como mostram as diferentes etapas em que ocorrem este aprendizado. Portanto, as metodologias para medir o grau de desenvolvimento estético, literacia e de aprendizado são a de Housen, a SOLO Taxonomia e a de Bloom.

Housen (aesthetics)	Taxonomia de Bloom (Learning)	SOLO Taxonomy (VLC) (Visual Literacy)	VTS - Visual Thinking Strategies (aesthetics)
<p>Accountive: the viewer is a storyteller who uses, for example, memories in making interpretations</p>	<p>1 Remembering</p>	<p>Recognition of Representations: looking at pictures</p>	<p>Examine, identify, develop thinking, language and listening skill, share associations (1)</p>
<p>Constructive: the viewer constructs a frame of reference for his/her own observations, knowledge and value systems.</p>	<p>2 Understanding</p>	<p>Identification and Narration</p>	<p>Understand, extend skills into writing, evaluate meanings (2,3)</p>
<p>Classifying: where the viewer is already applying an analytical and critical viewpoint as well as wishing to assign and artwork to its historical context, it is possible to see points of overlap with the third stage of the VTS method</p>	<p>3 Applying</p>	<p>Interpretation* (Reading images)</p>	<p>Evaluate meanings</p>
<p>Interpretive: Interpretive viewers seek a personal encounter with a work of art. Exploring the work, letting its meaning slowly unfold, they appreciate subtleties of line and shape and color..</p>	<p>4 Analyzing</p>	<p>Analysis* (Reading images)</p>	<p>Transfer to other subjects, seek, to rely on themselves (4,5)</p>
<p>Recreative: Re-creative viewers, having a long history of viewing and reflecting about works of art, now "Willingly suspend disbelief."</p>	<p>5 Evaluating</p>	<p>Manipulation and Recreation (reuse, recreate,redistribute) Understands affective implications of images.</p>	
	<p>6 Creating</p>	<p>Conceptualization, Creation, Intertextual presentation (capacity to understand and apply visual rhetorical concepts)</p>	

Uma das principais contribuições no desenvolvimento de um método para medir a literacia visual e das medias será a inovação no método, pois atualizará o que existe, bem como acrescentará outras dimensões no entendimento da imagem. Buscará compreender com maior profundidade as interações entre a realidade e o indivíduo.

referências

- Ausburn, L. J., & Ausburn, F. B. (1978). Visual literacy: Background, theory and practice. *Programmed Learning and Educational Technology*, 15(4), 291-297.
- Avgerinou, M. D., & Pettersson, R. (2011). Toward a cohesive theory of visual literacy. *Journal of Visual Literacy*, 30(2), 1-19.
- Benoît, G. (2016). The 'beautiful' in information: thoughts about visual literacy and aesthetics. *Journal of Visual Literacy*, 35(1), 60-78.
- Bezerra, A., & Porpino, K. (2015). O LETRAMENTO VISUAL COMO EXPERIÊNCIA ESTESIOLÓGICA. *HOLOS*, 3.
- Boulton, C. (2009). Code of best practices in fair use for media literacy education (2008). *Journal of Media Literacy Education*, 1(1), 9.
- Buckingham, D., Banaji, S., Carr, D., Cranmer, S., & Willett, R. (2005). The media literacy of children and young people: A review of the research literature.
- Carbon, C. C. (2017). Universal principles of depicting oneself across the centuries: from renaissance self-portraits to selfie-photographs. *Frontiers in Psychology*, 8, 245.
- Dake, D. M. (2007). A natural visual mind: The art and science of visual literacy. *Journal of Visual Literacy*, 27(1), 7-28.
- Eitel, A., & Scheiter, K. (2015). Picture or text first? Explaining sequence effects when learning with pictures and text. *Educational psychology review*, 27(1), 153-180.

referências

- Emanuel, R., Baker, K., & Challons-Lipton, S. (2016). Images every American should know: developing the Cultural Image Literacy Assessment-USA. *Journal of Visual Literacy*, 35(4), 215-236.
- Emanuel, R., & Challons-Lipton, S. (2013). Visual literacy and the digital native: Another look. *Journal of Visual Literacy*, 32(1), 7-26.
- Fernandez, B. (2006). Literacy in francophone countries, situations and concepts. *Background Paper for GMR*.
- Fransman, J. (2005). Understanding literacy: a concept paper. *The EFA Global Monitoring Report, Literacy for Life*, 31.
- Gunduz, N., & Hursen, C. (2015). Constructivism in Teaching and Learning; Content Analysis Evaluation. *Procedia-Social and Behavioral Sciences*, 191, 526-533.
- Gutiérrez, A., & Hottman, A. (2006). Media Education Across the Curriculum. *Berlin: Kulturring in Berlin*.
- Hall, S. (1997). *Representation: Cultural representations and signifying practices* (Vol. 2): Sage.
- Hodes, C. L. (1998). Understanding visual literacy through visual information processing. *Journal of Visual Literacy*, 18(2), 131-136.
- Holiday, S., Lewis, M. J., Nielsen, R., Anderson, H. D., & Elinzano, M. (2016). The Selfie Study: Archetypes and Motivations in Modern Self-Photography. *Visual Communication Quarterly*, 23(3), 175-187.
- Keefe, E. B., & Copeland, S. R. (2011). What is literacy? The power of a definition. *Research and Practice for Persons with Severe Disabilities*, 36(3-4), 92-99.

referências

- Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, 33(2), 211-221.
- Margolis, E., & Pauwels, L. (2011). *The Sage handbook of visual research methods*: Sage.
- in Education*, 2(5), 193-201.
- Messariss, P. (2012). Visual "literacy" in the digital age. *Review of Communication*, 12(2), 101-117.
- Moriarty, S. E. (1997). A Conceptual Map of Visual Communication. *Journal of Visual Literacy*, 17(2), 9-24.
doi:10.1080/23796529.1997.11674518
- Parrish, P. E., Wilson, B. G., & Dunlap, J. C. (2010). Learning experience as transaction: A framework for instructional design.
- Schär, S. G., & Zimmermann, P. (2006). INVESTIGATING MEANS TO REDUCE COGNITIVE LOAD FROM ANIMATIONS. *COGNITION AND EXPLORATORY LEARNING IN DIGITAL AGE (CELDA 2006)*, 223.
- Scheibe, C., & Rogow, F. (2011). *The teacher's guide to media literacy: Critical thinking in a multimedia world*: Corwin Press.
- Schmidt, H. C. (2013). Media literacy education from kindergarten to college: A comparison of how media literacy is addressed across the educational system. *Journal of Media Literacy Education*, 5(1), 3.
- Supsakova, B. (2016). VISUAL LITERACY AND DOMINANCE OF THE PICTORIAL WORLD. *IJAEDU-International E-Journal of Advances*