Picturebooks and Visual Literacy in Kindergarten to Grade 2 Classrooms
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Abstract:
The purpose of the project was to examine how picturebooks can enhance the visual literacy competencies of Kindergarten to Grade 2 students. In Chapter 1, I outline the connections to both current and draft British Columbia English Language Arts curriculum documents, and provide background regarding how I came to the topic of visual literacy. The theories, conceptual frameworks and research described in Chapter 2 provide the context for the PowerPoint™ professional development workshop, "Picturebooks and Visual Literacy in K-2 Classrooms," which is contained in Appendix A. In Chapter 3 I discuss how the theoretical and conceptual frameworks of Rosenblatt’s transactional theory of reading, Vygotsky’s sociocultural theory, dialogic talk and multimodality informed both the design and content of the presentation. I also identify connections between the workshop and the literature reviewed in Chapter 2. The workshop is focused on how primary teachers can adapt their classroom practice to incorporate the teaching of visual literacy through the use of quality picturebooks and interactive read-alouds. Workshop participants will be introduced to the topics of visual literacy, multimodality, critical literacy, picturebooks, elements of visual art and design, social semiotics, D/d discourse, sociocultural theory, dialogic classrooms, interactive read-alouds, and transactional theory.

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