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| **Semester** | Spring |

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| **Course Code** |  | **Course Name** | Visual Literacy |

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| **Semester** | **Weekly Course Period** | | | | | | **Dersin** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | | **Type** | **Language** |
| 2 | 3 | | 0 |  | | | 3 | 7,5 | | | Zorunlu ( ) Seçmeli (x ) | Türkçe |
| **Category** | | | | | | | | | | | | |
| **Basic Education** | | **Art** | | | **Design** | | | | | **Visual Communication** | | **Social Sciences** |
|  | |  | | | 2 | | | | | 4 | | 1,5 |
| **Assesment Criteria** | | | | | | | | | | | | |
| **Mid-Term** | | | | | | **Evaluation Type** | | | **Quantity** | | | **%** |
| Ist Mid-Term | | |  | | |  |
| 2nd Mid-Term | | |  | | |  |
| Quiz | | |  | | |  |
| Homework | | | 1 | | | 40 |
| Project | | |  | | |  |
| Report | | |  | | |  |
| Others(………) | | |  | | |  |
| **Final Exam** | | | | | | Project | | | 1 | | | 60 |
| **Prerequisites** | | | | | |  | | | | | | |
| **Descriptions** | | | | | | The aim of this course is to develop students' skills in effective and conscious visual communication in different contexts by analyzing visual elements from a critical perspective. | | | | | | |
| **Objectives** | | | | | | To be able to comprehend the importance of visual perception. To be able to establish a relationship between Visual Literacy, Art and Design. To be able to make a connection between the concepts of Visual Language, Visual Thinking, Visual Communication, Visual Learning and Visual Perception. To determine the nature and scope of the visual materials needed. To be able to access and use the necessary and correct visuals and visual media. To understand many of the ethical, legal, social and economic issues surrounding the creation and use of visuals and visual media and to access and use visual materials ethically. To be able to be aware of new approaches to Visual Literacy. | | | | | | |
| **Additive of Course to Apply Professional Education** | | | | | | Visual literacy courses help students develop more conscious and powerful visual communication strategies in professions such as graphic design, media, advertising and art by providing them with the ability to understand, analyze and use visual content effectively. | | | | | | |
| **Outcomes** | | | | | | Students who successfully complete this course; Know and tell the place and necessity of Visual Literacy in art and design. Can develop visual adequacy / visual perception. Can read, interpret, acquire production skills and knowledge of messages created within the framework of developments and changes that occur within the triangle of technology, media and society, can analyze cultural and social qualities through visuals. Can do detailed studies on readability. Can gain a critical perspective. | | | | | | |
| **Text Book** | | | | | | 1. Lohr, L.L. (2008). Creating Graphics for learning and Performance, lessons in Visual Literacy. Upper Saddle River, NJ: Merrill Prentice Hall 2. Bleed, R. (2005). Visual literacy in higher education. EDUCAUSE Learning Initiative, 3. Braden, R.A.(1996). Visual Literacy. In D. H. Jonassen (Ed.), Handbook of research for educational communications and technology, 4. Pettersson, R. (1993).Visual information*.* Englewood Cliffs, NJ: Educational Technology Publications. 5. Burmark, L. (2002). *Visual Literacy: Learn To See, See To Learn*. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, | | | | | | |
| **References** | | | | | |  | | | | | | |
| **Requirements** | | | | | | Computer, Projector, Scanner, Printer, Drawing Paper, Drawing Pencils, Ruler, Eraser, Internet | | | | | | |

*SBE-OU-01*

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| **Syllabus** | |
| **Week** | **Topics** |
| 1 | Visual Communication and Learning |
| 2 | Multiliteracies and Learning |
| 3 | Multiliteracies and Learning |
| 4 | Perception and Association, Gestalt Theories in Visual Perception |
| 5 | Perception and Association, Gestalt Theories in Visual Perception |
| 6 | Anatomy of Visual Message |
| 7 | Anatomy of Visual Message |
| 8 | Mis-Term |
| 9 | Visual Literacy - Gestalt Theory and Principles |
| 10 | Visual Literacy - Gestalt Theory and Principles |
| 11 | Interdisciplinary Approach and Visual Literacy |
| 12 | Visual Interpretation and Explanation Through Examples |
| 13 | Project Design Process |
| 14 | Project Design Evalution |
| 15,16 | Final |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | Advanced design thinking and creative problem-solving skills. | **x** |  |  |
| 2 | In-depth understanding of the theoretical foundations of visual communication design, gaining knowledge of various design disciplines. | **x** |  |  |
| 3 | Ability to effectively use advanced software and digital tools to participate in professional projects. |  |  | **x** |
| 4 | Skills to evaluate design projects from a critical perspective and provide professional feedback. | **x** |  |  |
| 5 | Ability to develop an independent design project using research and application methods. |  | **x** |  |
| 6 | Skills to create user-centered designs by blending aesthetics and functionality. |  | **x** |  |
| 7 | Ability to integrate knowledge from different fields into their designs with an interdisciplinary approach. | **x** |  |  |
| 8 | Skills to strategically manage design processes to achieve project goals. |  |  | **x** |
| 9 | Ability to consider sustainability and accessibility principles in their designs with a sense of ethical and social responsibility. | **x** |  |  |
| 10 | Skills to produce solutions for diverse target audiences by gaining the ability to design within global and local cultural contexts. |  |  | **x** |
| **1:** Non**e. 2:** Partially contribution**. 3:** Completely contribution. | | | | |

Asst. Prof. Mine KÜÇÜK

Instructor

04/10/2024