# VISUAL COMMUNICATION IN ARTS AND SCIENCE MODULE DESCRIPTION

Visual communication is becoming more and more popular as the possibilities of technologies allow us to enhance the information in written texts with pictures, graphs, maps, videos and photos. The production and perception of academic texts follow their own conventions in terms of how to integrate visual means of communication into theoretical and empirical research. These conventions differ in various branches of science. Therefore the visual communication module allows us to get acquainted with a variety of texts and visual data representation formats that can help students to choose different means of communication that best suit their own field of study, and the messages they want to communicate.

*Table 6: Visual communication in arts and science*

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| **Title of the module** | Visual communication in arts and science |
| **Module developer** | Khatuna Beridze, Associate Professor, Batumi Shota Rustaveli State University  |
| **Credits awarded** | 5  |
| **Number of lecture hours** | 15  |
| **Number of seminar hours** | 10  |
| **Entry requirements** | None, apart from being enrolled in a Georgian HEI.  |
| **Module objectives**  | * To offer the skills and knowledge needed to process visual images and texts from an analytical and critical perspective.
* To use this knowledge in the production of students’ own texts using graphs, maps, illustration, and memes to persuade their audience.
* To enhance reading and writing ability in a variety of academic registers, and to develop listening and speaking skills through lectures, seminars, and presentations within a university context.
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| **Learning outcomes****(knowledge, skills, Bloom's taxonomy, and competences)**  | **Knowledge** * Having successfully completed the module the students will have the knowledge needed to process visual images and texts in English from an analytical and critical perspective.

**Skills*** Students will be able to understand explicit and implicit meanings in different images, to separate facts from opinions, and to apply their knowledge to other aspects of life.
* Students will possess critical and visual literacy skills such as summarising and interpreting verbal messages, visual images and design elements, inferring and asking questions
* Students will be able to produce grammatically accurate, clear, logical, well-organised written work that conforms to academic writing standards
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| **Requirements for awarding credits (the assignments listed and the percentage for each assignment)** | Intermediate assessment (presentation, essay and quiz): 60 points.Final assessment (a written test on theoretical and practical issues): 40 points.  |
| **Assessment criteria**  | * A written and spoken response to a particular image or graph, which needs to be interpreted for an audience in a different cultural context.
* An information transfer task from written texts to graphs and maps.
* Systematic application of written academic conventions, relevant strategies for examination essays and prepared module work.
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| **Compulsory reading list** | Harry Jamieson Visual Communication. More Than Meets the Eye. Intellect. UK. USA. 2007Visual Methodologies. An Introduction to the Interpretation of Visual Materials. Gilian Rose. Sage Publications. 2002. The Routledge Handbook of Strategic Communication; 2015.Visual Communication. Theory and Research. A Mass Communication Perspective. Shahira Fahmy, Mary Angela Bock, Wayne Wanta. Pelgrave, McMillan. 2014.  |
| **Online sources and periodicals** | Visual rhetoric and the analysis of persuasive political communication Chris Miles <https://www.elgaronline.com/edcollchap/book/9781800376939/book-part-9781800376939-7.xml> The Impact of Culture on Creativity. A Study prepared for the European Commission (Directorate-General for Education and Culture) June 2009<https://keanet.eu/wp-content/uploads/2019/09/impactculturecreativityfull.pdf>  |
| **Teaching learning approaches** | Content-based and task-based instruction in textual and visual processing and analysis, group discussions, digital image portfolio development, and presentation. |

## Visual communication module plan

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| **Week** | **Learning/teaching methods** and **assessment components** | **Themes and assessment methods** |
| 1 | Lecture, groupworkThree hours | **Visual communication in culture****Theme:** Processing of visual information: mental and psychological perception of the socio-cultural context. **Reading:** Harry Jamieson Visual Communication. More Than Meets the Eye. Intellect. UK. USA. 2007. Chapter 1.  |
| 2 | Lecture, groupwork, mid-term assessment Three hours | **Visual communication in arts****Theme:** Interpretation of the compositional modality. **Discussion:** Analysis of the key components of visual imagery: content, colour, spatial organisation, light and expressive content. Why visual imagery is never innocent? **Reading:** Visual Methodologies. An Introduction to the Interpretation of Visual Materials. Gilian Rose. Sage Publications. 2002. pp.5-48  |
| 3 | Lecture groupwork, mid-term assessmentThree hours  | **Visual communication in language****Theme:** Semiotic, social, logical and terminological approaches and problems. **Discussion:** Sign, signified, signifier, referent. Age, gender, hair, body, size, looks. Representations of manner and activity. Icon, index and symbol – ways of describing. **Reading:** Harry Jamieson. Theory of signs and variability of interpretation Visual Communication. More Than Meets the EyeIntellect. UK. USA. 2007. Chapter 2  |
| 4 | Lecture, groupwork, mid-term assessmentThree hours  | **Visual communication in science****Theme:** Content analysis, four methods: random, stratified, systematic and cluster. Processing of material image: intended meaning and received meaning**.** **Discussion:** Attaching categories to the images: coding.**Reading:** An Introduction to the Interpretation of Visual Materials. Gilian Rose. Sage Publications. 2002. pp. 55-69 Harry Jamieson Visual Communication. More Than Meets the Eye. Intellect. UK. USA. 2007. Chapter 3; pp. 45-58**4 p.**  |
| 5 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in politics****Theme:** Images with messages: a semiotic approach to identifying and decoding strategic visual communication.**Discussion:** Semiotic analysis reveals that this particular public image communicates a strategic imposition of prescribed values into the collective national identity. What implications may it have for strategic communication? **Reading:** Janis Teruggi Page. The Routledge Handbook of Strategic Communication; 2015. pp. 312-328.  |
| 6 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in landscape****Theme:** Semiological analysis of visual images. **Discussion:** Ideology of visual perception. How do we describe signs? **Reading:** Visual Methodologies. An Introduction to the Interpretation of Visual Materials. Gillian Rose. Sage Publications. 2002.pp. 69-1004 p.  |
| 7 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in media****Theme:** The aesthetic dimension of visual communication. **Discussion:** Primary procession, form, information, media. The compositional interpretation of moving images. **Reading:** Harry Jamieson Visual Communication. More Than Meets the Eye. Intellect. UK. USA. 2007. Chapter 5. pp. 75-91;An Introduction to the Interpretation of Visual Materials. Gillian Rose. Sage Publications. 2002. pp.48-53. 4 p.  |
| 8 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in media****Theme:** Frames and framing.**Discussion:** Inner and outer frames, media manipulation, linking frames.**Reading:** Harry Jamieson. Visual Communication. More Than Meets the Eye. Intellect. UK. USA. 2007. Chapter 6; pp. 93-108  |
| 9  | Mid-term examination  |  |
| 10 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in media****Theme:** Visual framing, different levels of analyses photography.**Discussion:** Frames versus framing device, media versus audience frames, a new perspective: peace versus war frames, visual stereotyping, visual dismodule. **Reading:** A Mass Communication Perspective. Shahira Fahmy, Mary Angela Bock, Wayne Wanta. Pelgrave, McMillan. 2014. pp.53-69. 4 p.  |
| 11 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in philosophy****Theme:** Visual image as a sign**.** **Discussion:** Denotative and connotative meanings of visual imagery, designing images. **Reading:** Harry Jamieson Visual Communication. More Than Meets the Eye. Intellect. UK. USA. 2007. Chapter 4. pp. 61-73 chapter 7, pp. 111-124  |
| 12 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in language** **Theme:** Dismodule analysis and visual communication.**Discussion:** Intertextuality, context, institutions and ways of seeing. **Reading:** An Introduction to the Interpretation of Visual Materials. Gilian Rose. Sage Publications. 2002. pp. 135-1874 p.  |
| 13 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in politics****Theme:** Visual rhetoric and persuasive political communication. **Discussion:** Ethos, pathos, logos, metaphor, repetition/patterning. Case study. **Reading:** Chris Miles. Visual Equivalents of Key Verbal RhetoricalComponents.  |
| 14 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in business****Theme:** Strategy in advertising. **Discussion:** Implementing strategy in advertising agencies’ services: power, complexity, integration. **Reading:** Tino G. K. Meitz and Guido Zurstiege. The Routledge Handbook of Strategic Communication; 2015. pp. 383-396  |
| 15 | Lecture, groupwork, mid-term assessmentThree hours | **Visual communication in psychology** **Theme:** Psychoanalysis and visual communication.**Discussion:** Visual culture, visual pleasure, visual disruption.**Reading:** An Introduction to the Interpretation of Visual Materials. Gillian Rose. Sage Publications. 2002. pp.4 p.  |
| 16 | Final assessmentTwo hours |  |

**ECTS and contact hours**

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| **ECTS** | **Total****hours** | **Contact hours**  | **Independent work hours** |
| **Lecture** | **Group work and seminars** | **Mid-term assessment** | **Final assessment** |
| 5 | 125 | 15 | 27 | 1 | 2 | 80 |

## Teaching methods and assessment criteria

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| **Learning-teaching methods** |

**The following methods are used during the learning/teaching process.**

***A lecture*** is a creative process where a lecturer and a student both take part. The main aim of the lecture is to understand the idea of the subject to be learned, and implies a creative and active perception of the presented material. In addition, attention should be paid to the basic thesis of the material, definitions, indications and assumptions. Critical analysis of the main issues, facts and ideas is necessary. A lecture provides a logically consistent acknowledgement of the main thesis of the discipline to be learned. It is based on students’ free-thinking ability in the particular environment, and understanding of the basic scientific problems.

**Group/practical lesson/work** implies working in small groups for the purpose of strengthening knowledge obtained at lectures. It involves important activities to demonstrate and observe the learning. During practical work, theoretical materials and practical skills are assessed.

**E-resources for teaching** refers to receiving consulting services, or other types of communication from the lecturer, using the electronic portal (Nexus). This includes providing and explaining teaching materials/assignments to students, including for students with special educational needs.

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| **Technical support** |

During the teaching process, the electronic academic management portal will be used. Computers, TV and projectors are also available. The university library, digital library and anatomical theatre are accessible to students too.

## Assessment criteria

**Mid-term assessment: 60 points** (minimum competency limit is 27 points).

**1. Verbal presentation: 18 points.** The student is evaluated six times; the maximum score for each evaluation is three points.

**Evaluation criteria:**

**Three points:** the student is well prepared. She/he grasps the subject very well. Answer is perfect and reasoned. Student is well aware of the subject.

**Two points**: the student is prepared. She/he grasps the subject well, but lacks a strong argument. Student is not aware enough of the subject.

**One point**: the student is not prepared. Answers are not perfect and reasoned. Student is not aware of the subject.

**Zero points**: the student is not prepared at all. She/he does not grasp the subject.

**2. Quiz: 10 points.** A quiz takes place once per semester. The quiz covers two issues. Each correct answer is worth five points.

**Evaluation criteria**:

**Four to five points**: the student shows detailed knowledge of lecture materials, applies specific terms freely, makes careful analysis of the tasks assigned, actively participates in discussions of the topic assigned, asks questions, judges logically, actively applies information from studied materials, and is interactive.

**Three points**: the student understand the material without deep knowledge of the details. The student does not have complete knowledge of specific terms, and makes a single mistake in the analysis process.

**Two points**: the student is less aware of the material. The student reveals only sketchy knowledge, does not have complete knowledge of specific terms, is passive when fulfilling tasks, tests and situational issues, finds difficult to analyse the tasks assigned, and does not ask questions.

**One point**: the student is not aware of the materials, makes incomplete answers, reveals a lack of understanding, and the given information is hardly understandable.

**Zero points:** the student is not aware of the materials, or the answers are inadequate.

**3. Analysis, recognition of histological slides: 4 points.**Each student is evaluated twice, each slide that is recognised is worth a maximum of two points.

**Evaluation criteria:**

One point: the student recognises the slides.

One point: the student characterises/describes the elements.

Zero points: the student fails to make an assessment.

## Essay: evaluation criteria

**Theme and organisation of text**

**Three points**: the subject is presented in a proper way. The student uses adequate terminology. The text is well organised and structured. Basic issues are logically relevant.

**Two points**: the subject is understood. The student uses adequate terminology. The text is structured. The basic issues are not logically organised.

**One point**: the subject is understood. The terminology is imperfect. The presentation lacks structure, and it is not logically organised.

**Zero points**: The subject is understood incompletely. The terminology is imperfect. The presentation lacks structure, and it is not logically organised.

**Argument**

**Three points**: The problem is defined properly. Discussion is logical and reasoned.

**Two points**: The problem is defined properly. Discussion is logical, but not reasoned.

**One point**: The problem is defined properly. Discussion is not logical and not reasoned.

**Zero points**: The problem is not defined properly. Discussion is not logical and reasoned.

**Communication skills**

**Three points**: the student adheres to the rules. The connection with the audience is effective. Answers are supported with logic and strong arguments.

**Two points**: the student adheres to the rules. The connection with the audience is effective, but answers are less strong and augmented.

**One point**: the student adheres to the rules. The connection with the audience is not effective, and the answers are not relevant.

**Zero points:** the student does not adhere to the rules. There is no connection between the student and the audience. The student cannot answer the questions.

## Presentation skills

**Three points:** The presentation is performed with excellent visualisation, and is clear and understandable.

**Two points:** The presentation is performed with excellent visualisation, but at some points is not clear and understandable.

**One point:** The presentation is performed with poor visualisation, and at some points is not clear and understandable.

**Zero points**: There are no visualisations during the presentation.

**MCQ-test: 16 points.** Test includes 32 multiple choice questions.

Each multiple-choice question has four answers. Only one is correct. The correct answer must be circled.

* Each correctly answered question is worth half a point (0.5).
* Each incorrectly answered question is worth zero points.

***Students will be admitted to the final assessment if he/she exceeds the minimum threshold (27 points) in the mid-term assessment.***

**Final assessment: 40 points (**minimum competency limit is 24 points).

**Evaluation method**

Final exam: the test includes 22 questions worth **22 points,** and six theoretical issues worth **18 points.**

Each question has four answers. Only one is correct. The correct answer must be circled.

* Each correctly answered question is worth one point.
* Each incorrectly answered question is worth zero points.

Each theoretical issue is worth a maximum of three points (total: **18** points).

**Evaluation criteria**

**Three points:** the student is well prepared. She/he understands the subject very well. The answer is perfect and reasoned. The student has good awareness of the subject.

**Two points**: the student is prepared. She/he understands the subject well but lacks a strong argument. The student does not have good awareness of the subject.

**One point**: the student is not prepared. The answers are not perfect or well-reasoned. The student does not have good awareness of the subject.

**Zero points:** the student is not prepared at all. She/he does not understand the subject.