

HOW GVSU FACULTY INTEGRATE VISUAL CONTENT IN THEIR TEACHING

PURPOSE AND THE CONTEXT OF THE SURVEY

An online survey developed in Qualtrics was sent to all GVSU faculty in December 2019 serving as a needs assessment and to find out how faculty are using visual content in their courses. The participation rate

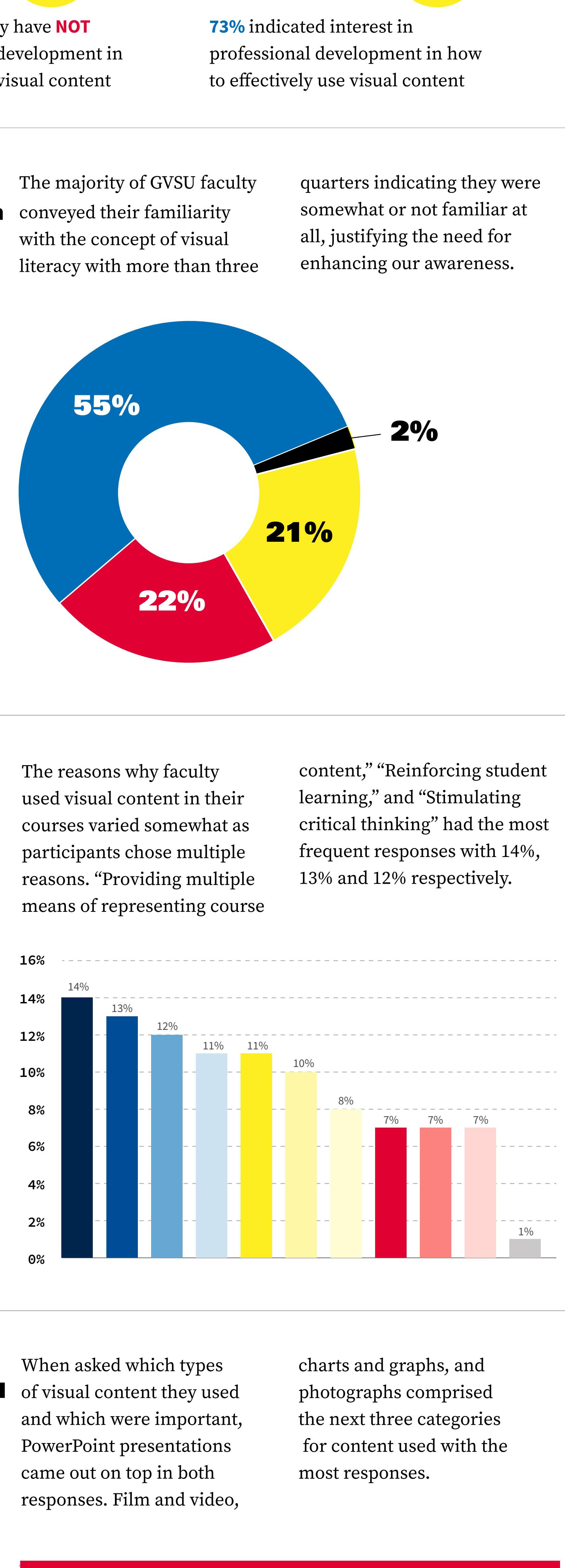
of the survey was 23.3% (409 completed out of 1771 sent). The survey sample represented the population of all GVSU faculty fairly well along with the course levels and modes of course delivery.

SUMMARY OF THE FINDINGS

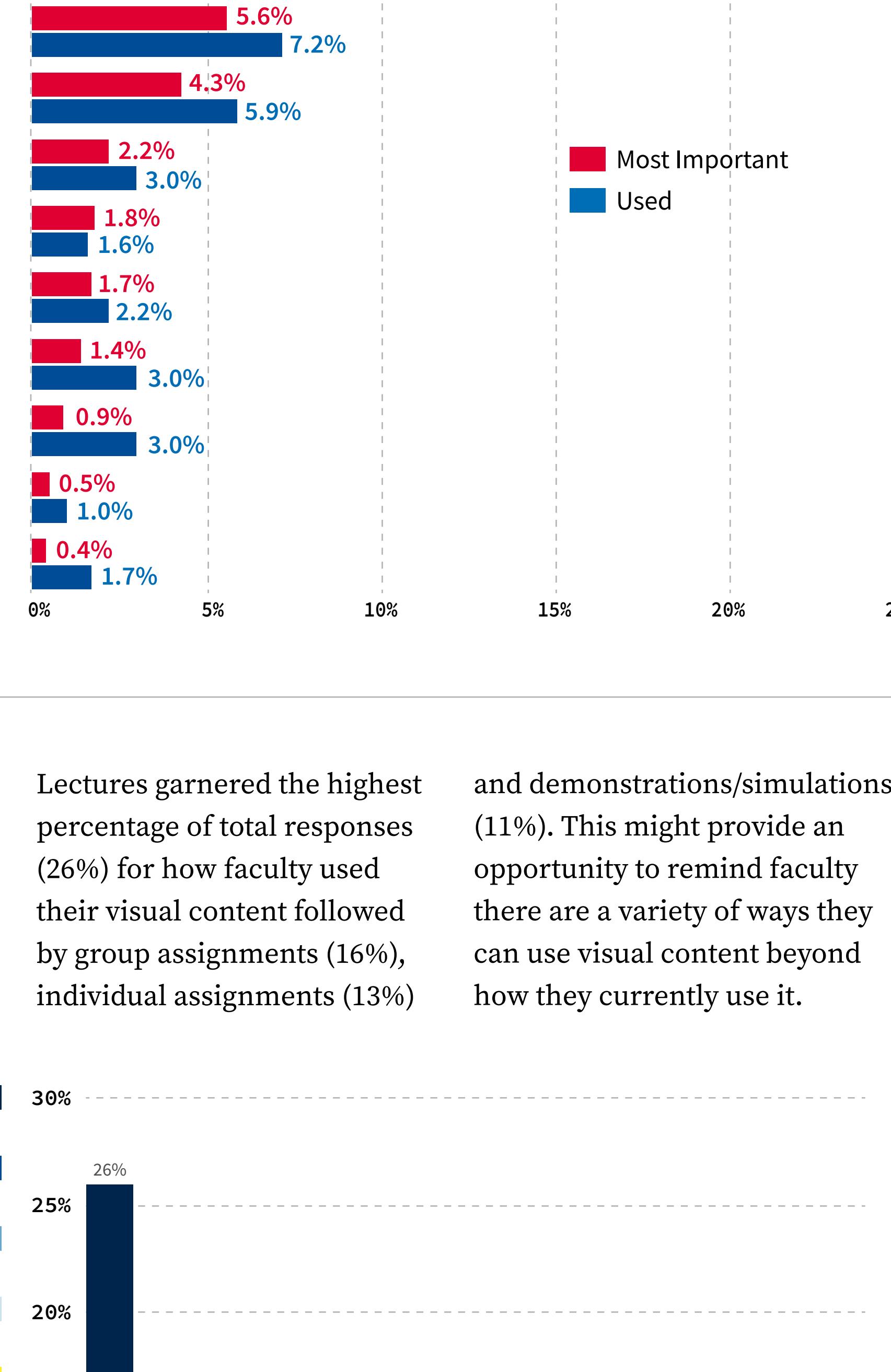
GVSU faculty utilize a wide variety of visual content and use it for wide variety of reasons. The majority of GVSU faculty have not received professional development in visual literacy or how to effectively utilize visual

content, and approximately three quarters of participants indicated they're interested in professional development in these areas. Overall results confirm that this issue cuts across all disciplines within the university.

College Representation



Faculty Rank



87% NOT

87% indicated they have **NOT** received professional development in visual literacy

73% YES

73% indicated interest in professional development in visual literacy

NOT 75%

75% indicated that they have **NOT** received professional development in how to effectively use visual content

YES 73%

73% indicated interest in professional development in how to effectively use visual content

How Familiar are Faculty with Visual Literacy

The majority of GVSU faculty conveyed their familiarity with the concept of visual literacy with more than three

quarters indicating they were somewhat or not familiar at all, justifying the need for enhancing our awareness.

Why Visual Content is Used

The reasons why faculty used visual content in their courses varied somewhat as participants chose multiple reasons. "Providing multiple means of representing course

content," "Reinforcing student learning," and "Stimulating critical thinking" had the most frequent responses with 14%, 13% and 12% respectively.

Types of Visual Content are Used

When asked which types of visual content they used and which were important, PowerPoint presentations came out on top in both responses. Film and video,

charts and graphs, and photographs comprised the next three categories for content used with the most responses.

How Visual Content is Selected

Faculty were asked how important certain criteria were in their selection of visual content. The relevance to the course topic was extremely important at 93%

and demonstrations/simulations (11%). This might provide an opportunity to remind faculty there are a variety of ways they can use visual content beyond how they currently use it.

Sources for Using Visual Content

Faculty were asked where they acquire their visual content and which of those sources were most important to them.

importance. The presence of student-created content might indicate an increase in faculty requiring visual content assignments in lieu of traditional papers. Panopto's use and importance are likely to increase as more courses move to hybrid and online formats.

What Are the Barriers in Using Visual Content

The quality of audio topped the list of barriers faculty encountered in using visual content. This issue is worthy of further investigation so that faculty can have properly working sound equipment.

cost is worth inquiring about to see if there might be lower cost or free alternatives available to faculty.

Next Steps

The Visual Literacy Team (VLT), facilitated by Salvatore Alaimo from the School of Public, Nonprofit and Health Administration with guidance from Christine Rener from the Faculty Teaching and Learning Center (FTLC), will be designing professional development for GVSU faculty in visual literacy and how to effectively use visual content in course instruction.

Visual literacy may include, but not be limited to, charts, maps, diagrams, paintings, photos, sculpture, digital images, physical models, live performance, film and video and natural environments.

Acknowledgement

Thanks all who participated in this survey. Many thanks to Christine Rener from FTLC and our team members who continue to volunteer their time for this important initiative. Special thanks to Philip Batty

in Institutional Analysis for GVSU population data. Big thanks and special appreciation to the team leader Alaimo Salvatore for his inspiration and leadership.

The Visual Literacy Team (VLT) members are:

Patty Bolea Social Work and FTLC

Hunter Bridwell eLearning and Emerging Technologies

Stacey Burns University Libraries

Hsiao-Ping Chen Visual & Media Arts

Alison Christensen Art Galleries

Sigrid Danielson Visual & Media Arts

Jill Eggers Visual & Media Arts

Lisa Kenyon Physical Therapy

Sean Lancaster eLearning and Emerging Technologies

Melissa Morison Classics

Matthew Roberts eLearning and Emerging Technologies

Anal Shah Film and Video

Tamara Shreiner History