

# 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

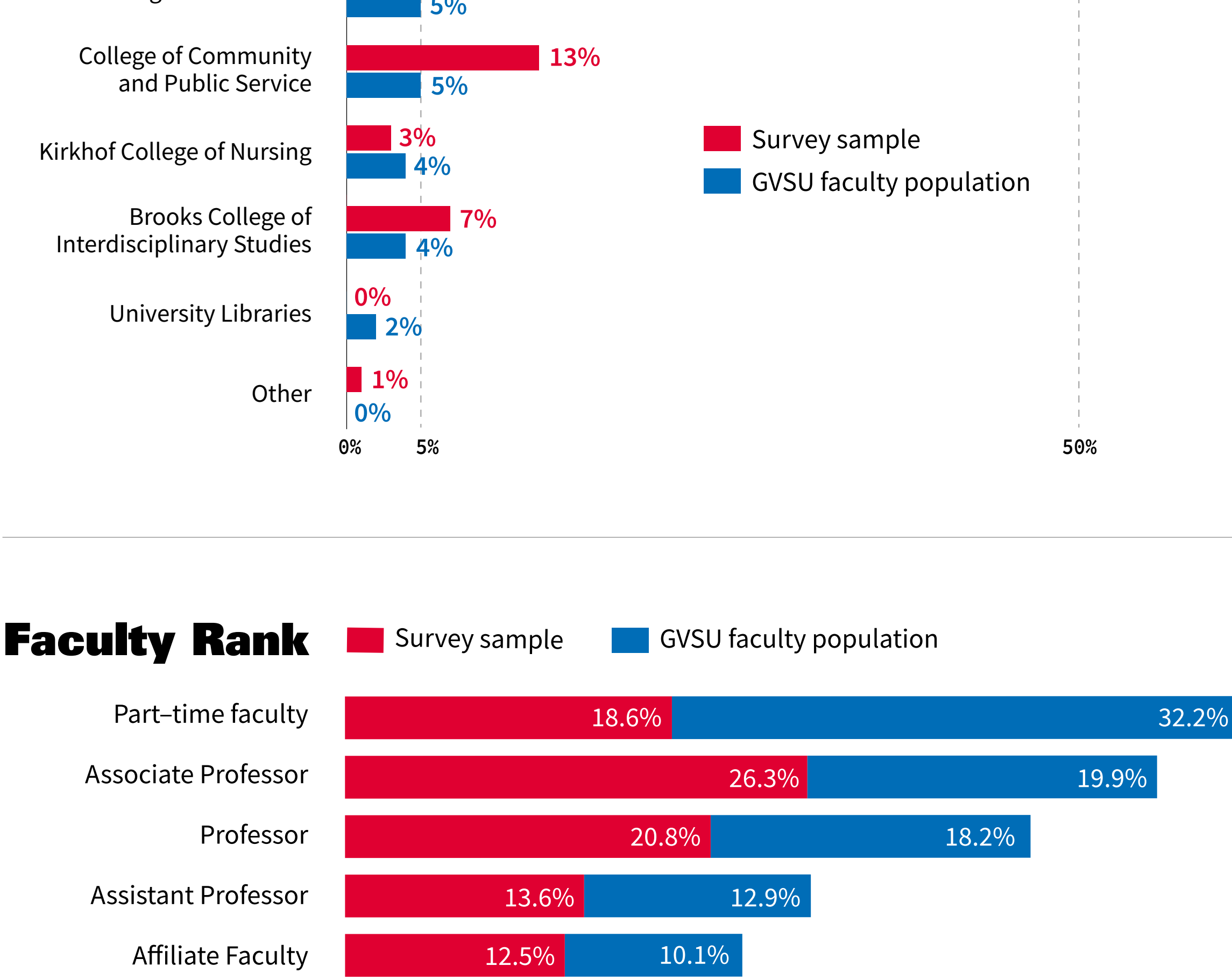
of the survey was 23.3% (409 completed out of 1771 sent). The survey sample represented the population of all GVSU faculty fairly well along with the course levels and modes of course delivery.

## SUMMARY OF THE FINDINGS

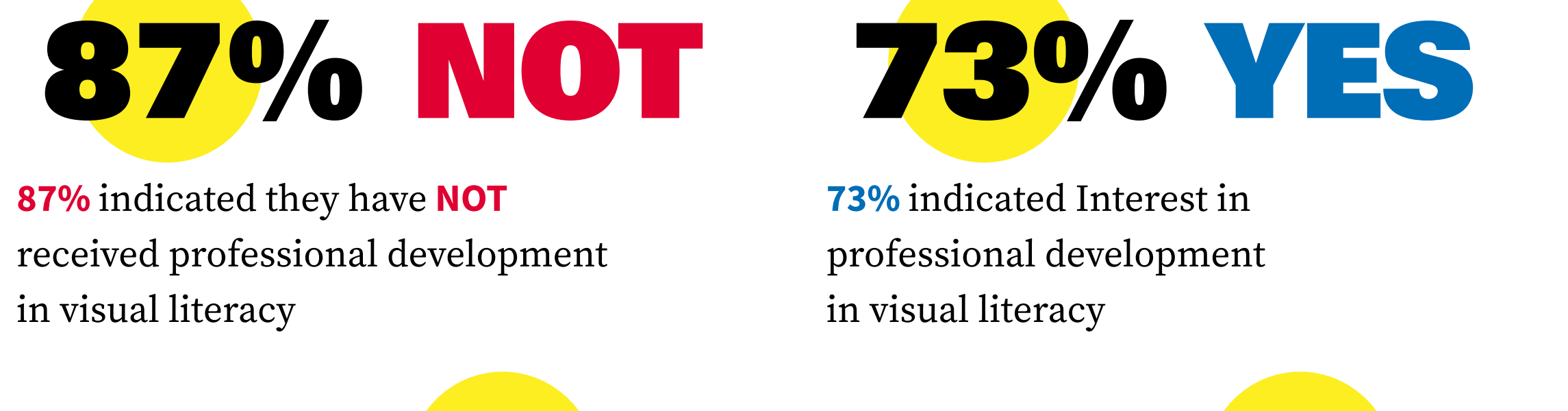
GVSU faculty utilize a wide variety of visual content and use it for wide variety of reasons. The majority of GVSU faculty have not received professional development in visual literacy or how to effectively utilize visual

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

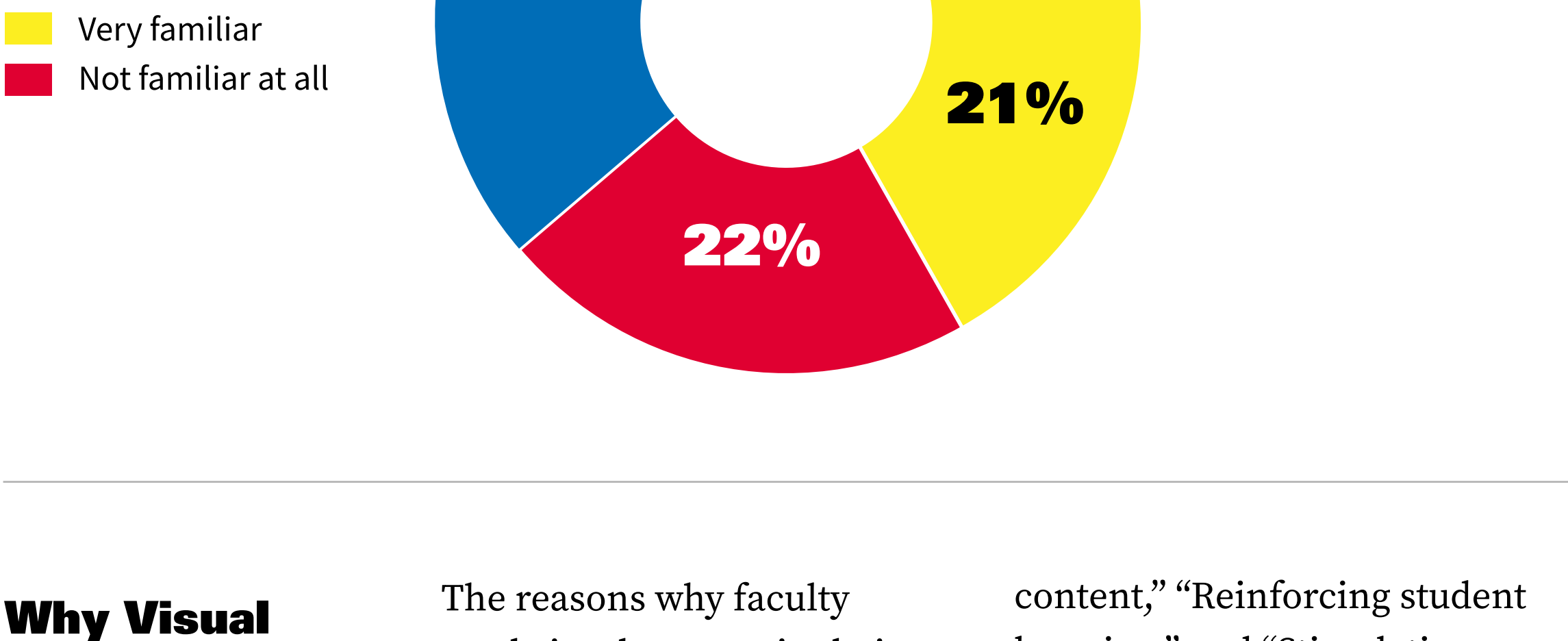
**YES 73%**

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

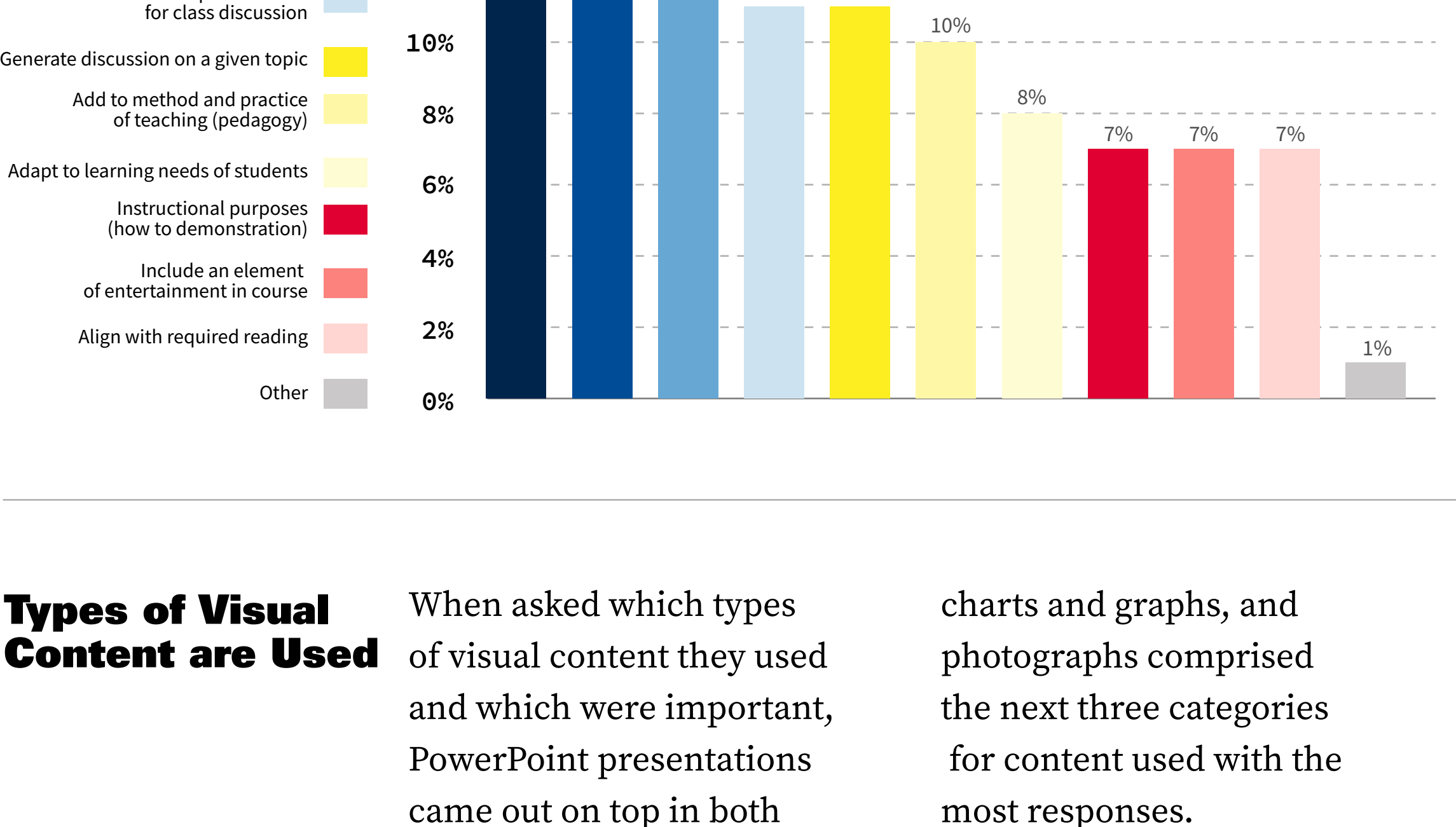
quarters indicating they were somewhat or not familiar at all, justifying the need for enhancing our awareness.



## 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

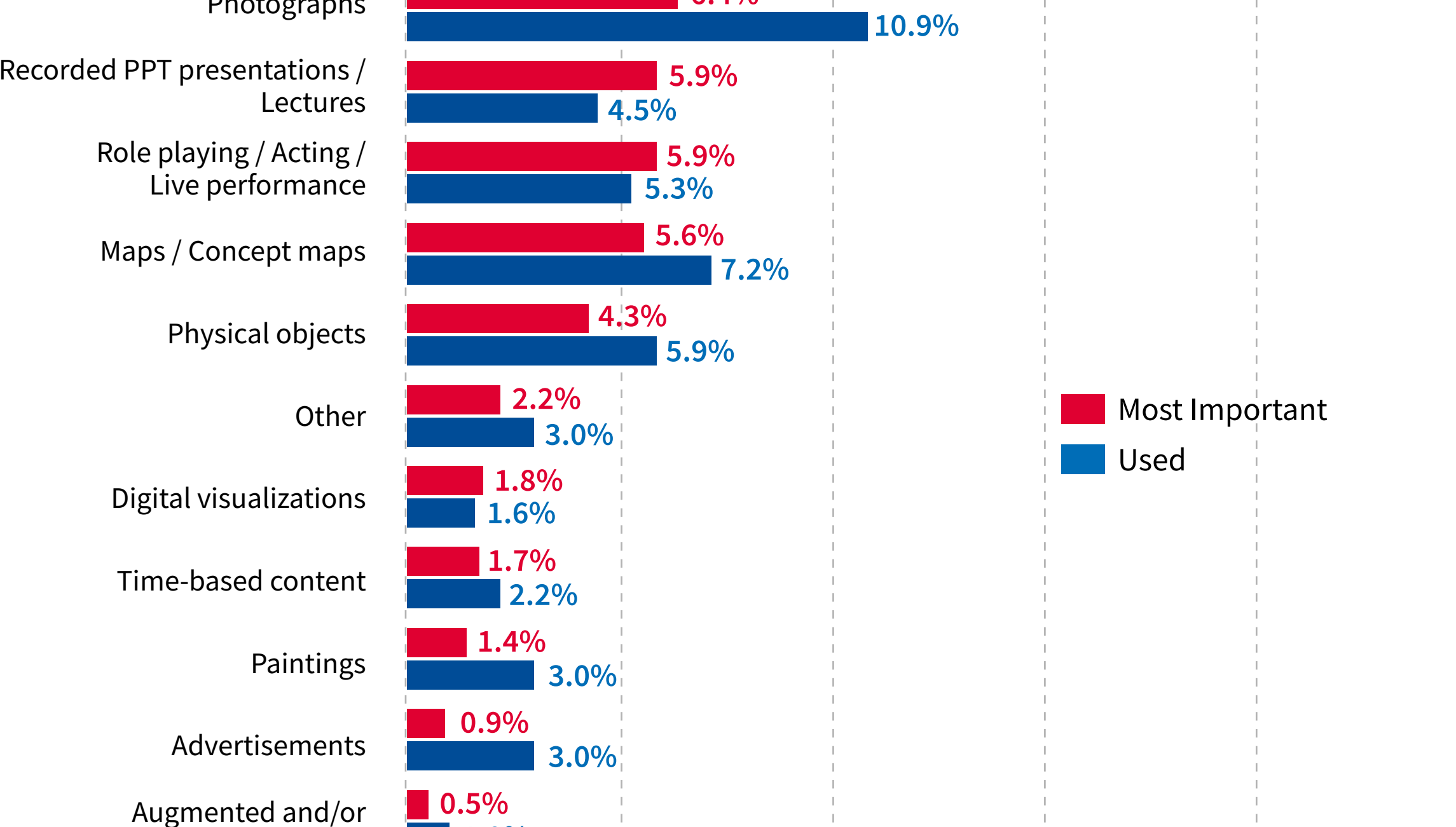
content," "Reinforcing student learning," and "Stimulating critical thinking" had the most frequent responses with 14%, 13% and 12% respectively.



## 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,

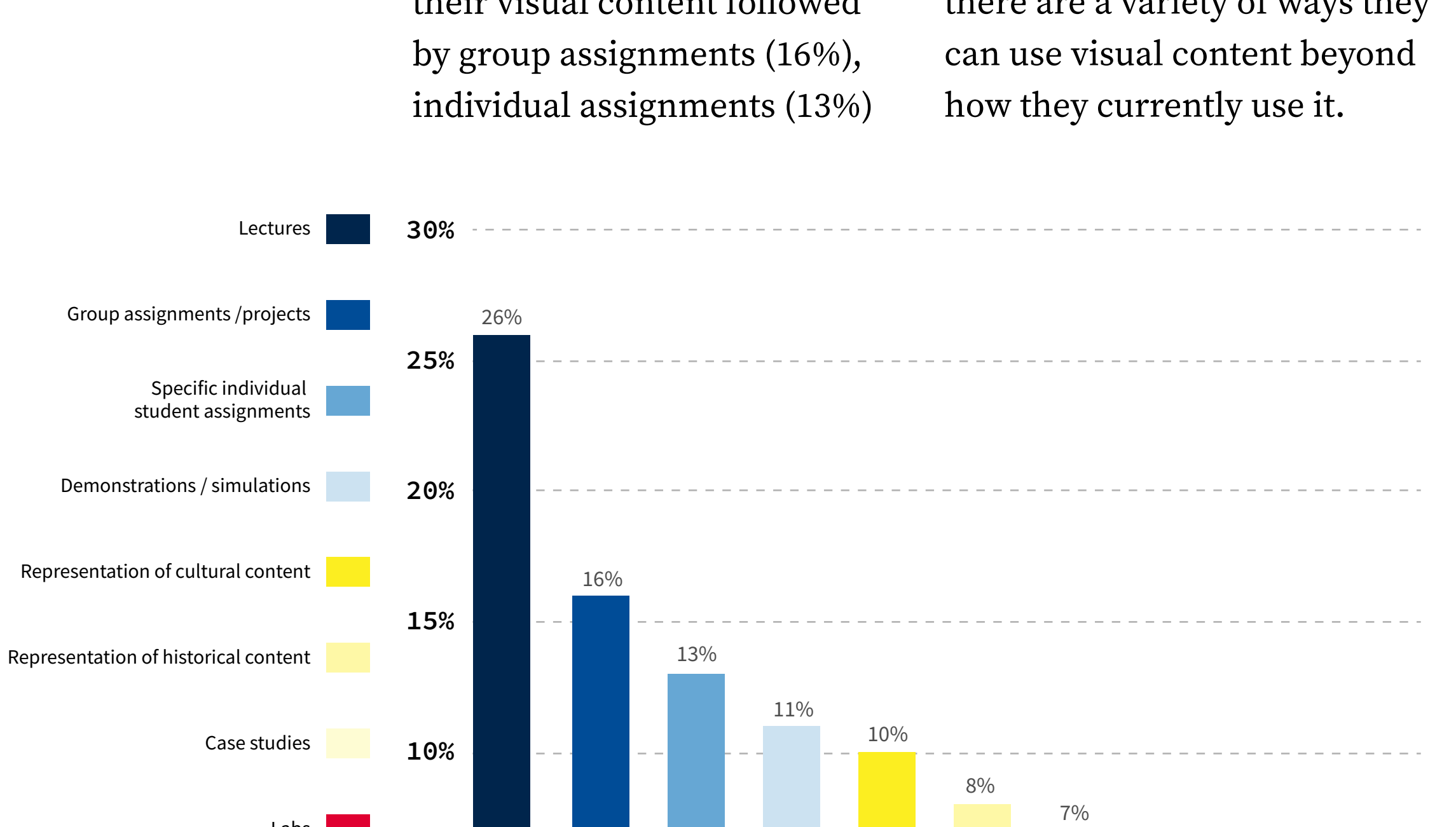
charts and graphs, and photographs comprised the next three categories for content used with the most responses.



## How Visual Content is Used

Lectures garnered the highest percentage of total responses (26%) for how faculty used their visual content followed by group assignments (16%), individual assignments (13%),

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.

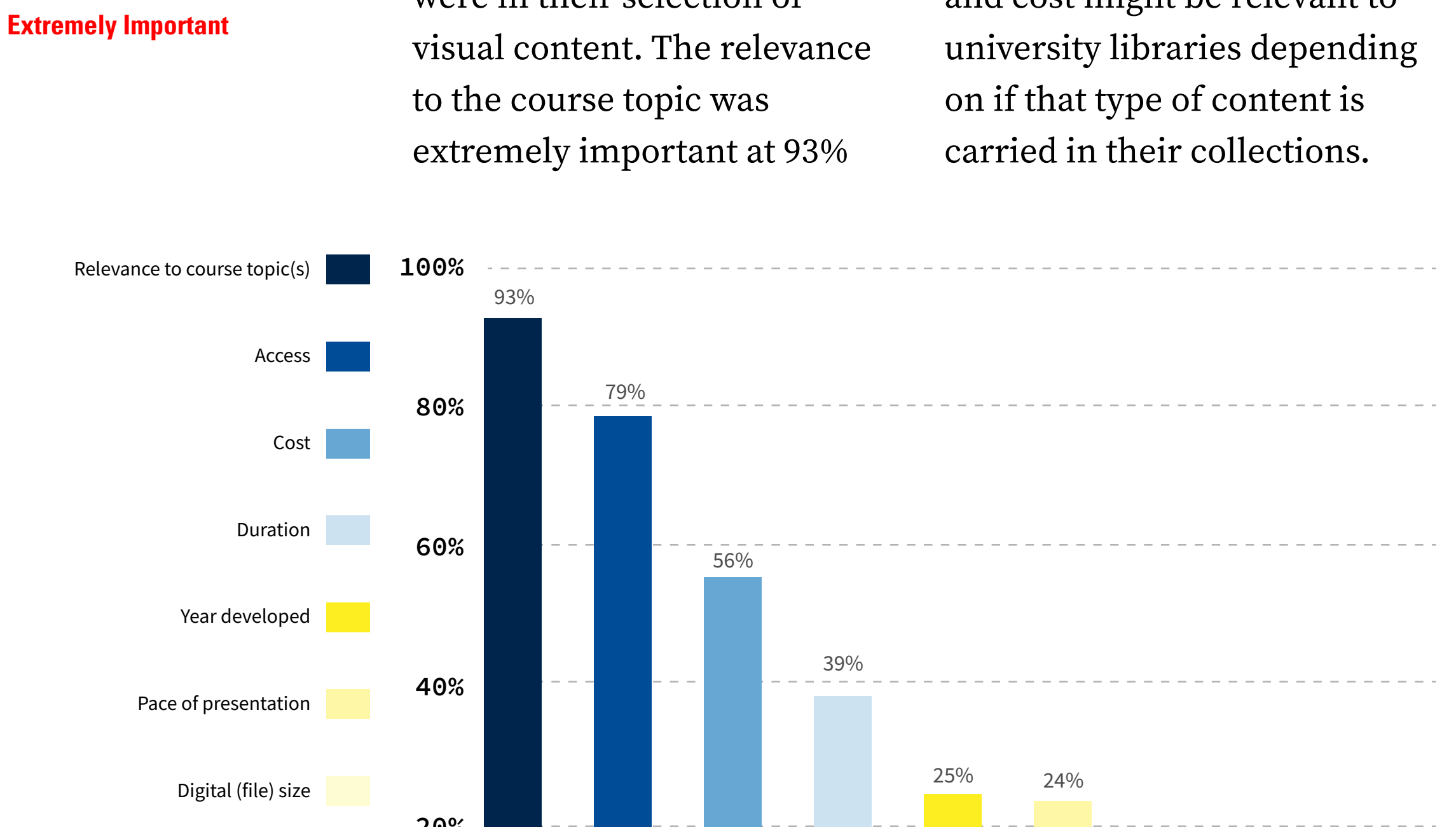


## How Visual Content is Selected

**Extremely Important**

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%

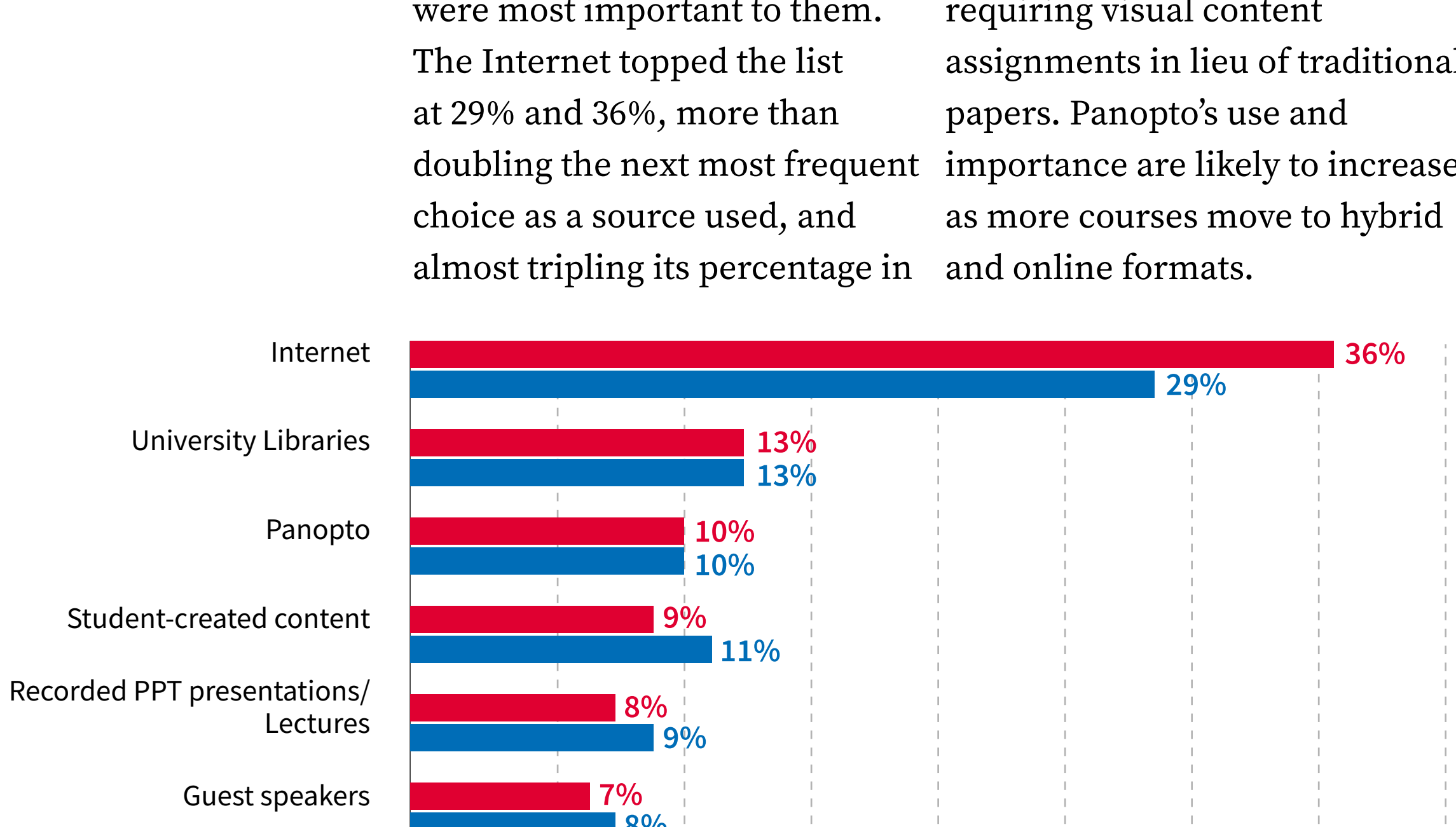
of total responses. However, the importance of access and cost might be relevant to university libraries depending on if that type of content is carried in their collections.



## Sources for Using Visual Content

Faculty were asked where they acquire their visual content and which of those sources were most important to them. The Internet topped the list at 29% and 36%, more than doubling the next most frequent choice as a source used, and almost tripling its percentage in

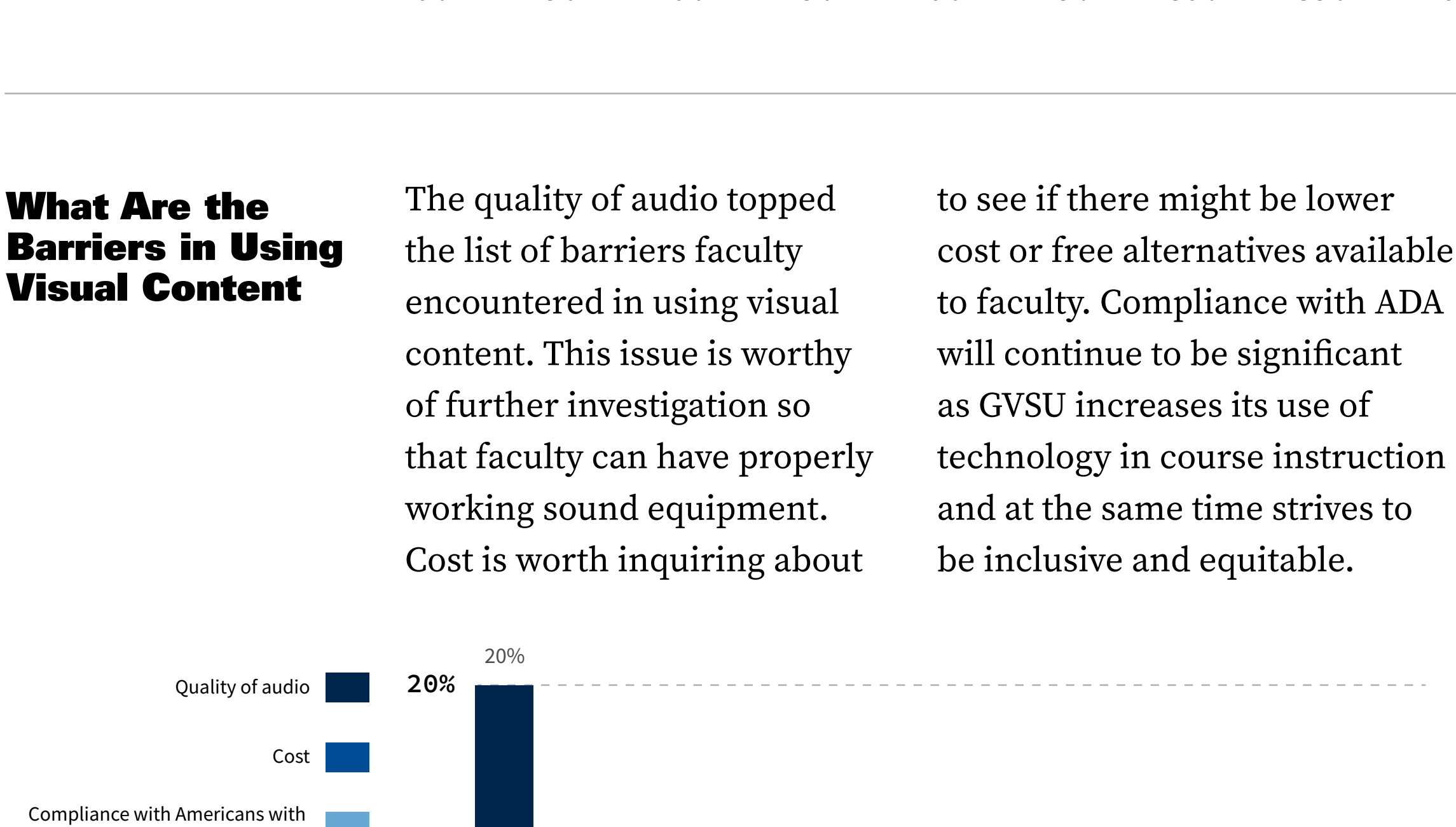
importance. The presence of student-created content might indicate an increase in faculty requiring visual content assignments in lieu of traditional papers. Panopto's use and importance are likely to increase as more courses move to hybrid and online formats.



## 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. Compliance with ADA will continue to be significant as GVSU increases its use of technology in course instruction and at the same time strives to be inclusive and equitable.



## 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 is defined as "a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media" (Association of College and Research Libraries).

Visual content 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. The VLT has begun to establish learning outcomes for the training and will soon begin developing content. Stay tuned for an update for when we pilot test the training in the fall. Together, we all can improve our level of visual literacy and our ability to effectively use visual content so our students will have a more impactful and meaningful learning experience.

## Acknowledgement

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- eLearning and Emerging Technologies
- University Libraries
- Visual & Media Arts
- Art Galleries
- Visual & Media Arts
- Visual & Media Arts
- Physical Therapy
- Educational Technology
- eLearning and Emerging Technologies
- Classics
- eLearning and Emerging Technologies
- Film and Video
- History