

## **Chapter VI**

# **Creating Multimedia for Special Audiences**

*ISTE NETS\_T, V. Productivity and professional practice*

*Teachers use technology to enhance their productivity and professional practice.*

*ISTE NETS\_T, VI. Social, ethical, legal, and human issues*

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.*

*Chapter Objective: The teacher knows how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.*

Teachers should understand basic principles of design in order to help students with multimedia composition. Chapter VI will focus on these principles along with the importance of defining an audience. This chapter will also describe color theory, basic lighting, design, and composition principles. .

## **Visual, Graphic, and Media Literacy in Education**

---

Traditionally, writers have used metaphorical language to convey ideas and create images, and graphics have been used to visually reinforce writing. However, today the importance of graphics to convey meaning in texts has increased tremendously. A shift has taken place from using visuals to support text explanations to text that supports visual explanations. Kress and Van Leeuwen (1996) explain that, today, graphics hold great meaning and are central to modern texts and other meaning-making systems such as movies and Web sites. The increasing importance of visual elements in communication has also been noted by many. For example, Hammerberg (2001) explained that there has been a huge increase in the number of interactive children's books enhanced with sound or visual cues. These new books incorporate nonlinear elements similar to hypermedia. Young students today have experience with complex multimedia systems that bombard the senses and stimulate young brains.

This new type of multimedia is changing the way society communicates in the virtual and real world. As America moves to a much more visually dominated culture, students are expected to both understand and express complex messages in a variety of media; thus, the meaning of literacy has expanded beyond the ability to speak and read text. Literacy instruction has to include visual media as well as reading and writing. (Detailed discussions of multimedia and hypermedia can be found in Chapter IX.)

To be verbally literate, one must possess and be able to manipulate the basic components of written language: the letters, words, spelling, grammar, syntax, and meaning. Visual literacy is similar. To be visually literate, one must possess and be able to manipulate these basic components: dot, line shape, direction, texture, color, hue, saturation, scale, dimension, motion, and the ideas/feelings/impressions that can be communicated visually. Just as there are components and common meaning for the elements of verbal literacy, components and common meaning exist for the elements of visual literacy.

Visual literacy, graphic literacy, and media literacy are all related terms. The broad field of visual literacy is loosely defined in this chapter as the ability to communicate and understand through visual means (Lohr, 2003). It is the ability to gain meaning

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/creating-multimedia-special-audiences/30169](http://www.igi-global.com/chapter/creating-multimedia-special-audiences/30169)

## Related Content

---

### Reconceptualising Scaffolding for New Media Contexts

Nicola Yelland and Jennifer Masters (2009). *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* (pp. 243-256).

[www.irma-international.org/chapter/reconceptualising-scaffolding-new-media-contexts/35917](http://www.irma-international.org/chapter/reconceptualising-scaffolding-new-media-contexts/35917)

### Measuring and Evaluating ICT Use: Developing an Instrument for Measuring Student ICT Use

Romina Jamieson-Proctor and Glenn Finger (2009). *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* (pp. 326-339).

[www.irma-international.org/chapter/measuring-evaluating-ict-use/35923](http://www.irma-international.org/chapter/measuring-evaluating-ict-use/35923)

### Integrating Videoconferencing into the Classroom: A Perspective from Northern Ireland

Maire Martin (2008). *Videoconferencing Technology in K-12 Instruction: Best Practices and Trends* (pp. 253-268).

[www.irma-international.org/chapter/integrating-videoconferencing-into-classroom/30792](http://www.irma-international.org/chapter/integrating-videoconferencing-into-classroom/30792)

### Activities in the Secondary School: An Arithmetic, Algebraic, Analytic path (2021). *Computer-Based Mathematics Education and the Use of MatCos Software in Primary and Secondary Schools* (pp. 396-466).

[www.irma-international.org/chapter/activities-in-the-secondary-school/260139](http://www.irma-international.org/chapter/activities-in-the-secondary-school/260139)

### Applying Virtual Reality (VR) to the Detection and Treatment of Clinical Problems in Educational Settings

José A. Carmona, Adolfo J. Cangas, Luis Iribarne and Moisés Espínola (2011). *Technology Enhanced Learning for People with Disabilities: Approaches and Applications* (pp. 194-202).

[www.irma-international.org/chapter/applying-virtual-reality-detection-treatment/46319](http://www.irma-international.org/chapter/applying-virtual-reality-detection-treatment/46319)