Scholastic Inc. and The Polaroid Education Program have collaborated to offer a professional development training opportunity that is high quality, self-paced, easily accessible and attainable, and very affordable.

For 15 years, The Polaroid Education Program has played a key role in developing and disseminating information on effective visual learning practices in the classroom. Now, thanks to an innovative collaboration with Scholastic Early Childhood Today and the Early Childhood Training Association (ECTA), an IACET-authorized CEU provider, we are pleased to provide a professional development program tailored to the needs of the busy early childhood educator.

We invite you to use this program to earn valuable continuing education credit, in-service training hours, or college credits while opening the door to the world of visual learning techniques and practices.

How Can I Benefit?

✔ CEU (Continuing Education Unit)

What are CEUs?
Continuing Education Units are contact hours of study and training designed to meet the standards of the International Association for Continuing Education & Training (IACET). Each CEU is equal to 10 training hours. CEUs for this training are issued by ECTA. The cost is $10 for one CEU.

Why are they important?
1. They are required to renew a Child Development Associate credential (CDA).
2. They are required by many state and local agencies to renew and/or attain other credentials.

✔ 10 In-Service Training Hours

What are in-service training hours?
Documented hours dedicated to improving understanding and knowledge of early childhood education. There is no cost to the program.

Why are they important?
1. They are required by most state agencies to continue employment in the early childhood field.
2. They are required for center and individual accreditation.

✔ College Credits

Earn undergraduate credit toward an Associate of Arts Degree in Early Childhood Education through Nova Southeastern University. For more information: http://www.nova.edu/fgs/visualit.
Course Overview & Objectives

This booklet contains a complete training program designed to enable early childhood professionals to develop competencies in teaching visual literacy. At the conclusion of this course, Learners will demonstrate their understanding in this area by:

1. Defining visual learning and visual literacy and describing how they can use it to promote reading and writing in young children.
2. Planning and implementing a minimum of two games, activities, or projects in any area of their curriculum and describing how each will support children’s understanding of visual literacy and promote the development of literacy skills.
3. Incorporating one example of each of the six modes of visual learning in their early childhood classrooms.

This program is self-paced and includes the following components:

1. A research-based article on the theory and practice of visual literacy
2. Two hours of group instruction with a Trainer
3. Visual literacy applied activities for the classroom
4. A test at the end of group instruction
5. A Portfolio Document used to explain and demonstrate the learning experience
6. A Trainer evaluation form
7. A summary meeting between Learner and Trainer

How Do I Get Started?

Participants in this program consist of one or more “Learners” and a “Trainer.” The Trainer should have a background in early childhood as well as curriculum development, such as a program director, veteran teacher, curriculum specialist, or consultant. The Trainer should be able to become familiar with and confident in delivering the content of this program. Additional resources can be found at the International Visual Literacy Association Web site (www.ivla.org and at www.earlychildhoodtrainers.org). You can also hire a Polaroid Education Program Visual Learning Specialist to come to your center. For more information, www.polaroid.com/education.

PLEASE NOTE: In order to qualify for CEU or in-service training credit, a Learner must work with a Trainer. Both the Learner and the Trainer must follow the step-by-step process as outlined on pages 4 and 5.

About IACET and ECTA

The International Association for Continuing Education and Training (IACET) is the caretaker of the Continuing Education Unit (CEU). The CEU was created in 1968 to:

1. Provide a standard unit of measure
2. Quantify continuing adult education and training activity
3. Accommodate the diversity of providers, activities, and purposes in adult education

To ensure quality in continuing education programs, IACET designates CEU providers who adhere to their higher standards as authorized providers. Only IACET-authorized providers may use the IACET CEU logo.

The Early Childhood Training Association (ECTA), which issues the CEUs for this program, is an IACET-authorized provider (#204110). ECTA was formed in 1998 to grant CEUs for early childhood training that meets the high standards of IACET. If you choose to receive CEUs for this training, your certificate will be issued directly to you by ECTA.
Program Steps for Trainer

Step 1: Trainer reviews this booklet to understand scope and sequence of course content and planned learning outcomes.

Step 2: Trainer distributes article (pp. 6–8) for Learners to read for the first group instruction.

Step 3: Trainer prepares for and conducts first hour of group instruction (p. 9), utilizing discussion starters, applied learning activities, and Portfolio Document.

Step 4: Trainer prepares for and conducts second hour of group instruction (p. 9). Trainer distributes tests (p. 12) for Learners to complete before end of session. At end of session, Learners complete Trainer evaluation form (p. 13). Trainer schedules summary meetings with Learners.

Step 5: Trainer conducts summary meeting (p. 9) with each Learner. This meeting is designed to help the Learner reflect on the experiences and knowledge gained from this course and to provide closure for both the Learner and Trainer. Review the completed Portfolio Document, allowing the Learner to explain written entries and show evidence of applied learning activities. Ask open-ended questions to help the Learner to better articulate her work.

- Review the test. (See answer key on p. 9)
- Issue a completed in-service training document and/or collect the required documentation for CEU credit (p. 14).

Step 6: Trainer compiles all documentation for CEU credits (p. 14), encloses fees, and mails to ECTA. Trainer reviews evaluations for integration into next training session.
Program Steps for Learner

Step 1: Learner reads article received from Trainer.

Step 2: Learner attends first group training session and participates in educational activities, including instruction on completing the Portfolio Document.

Step 3: From several specified choices, Learner completes and documents at least two applied learning activities.

Step 4: Learner attends second group training to review and discuss completed applied learning activities, completes Trainer evaluation form, and completes test.

Step 5: Learner completes Portfolio Document.

Step 6: Learner brings completed Portfolio Document to summary meeting with Trainer. If CEUs are desired, required documentation is completed and given to the Trainer who forwards it to ECTA. If in-service training hours are desired, required documentation is signed by Trainer and given to Learner. Learner attaches signed form to course materials for personal file.

Step 7: CEU candidate receives CEU certificate directly from ECTA.
Ms. Kickery understands the importance of visual literacy and visual learning in early childhood. She knows that using a picture will inspire a whole new series of conversations, information sharing, and learning for the children in her class.

Visual literacy is the ability to discriminate and interpret visual actions, objects, symbols, and other images, while gaining meaning from them. The International Visual Literacy Association (IVLA) defines it as “a group of vision competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences.”

Visual learning is the process by which children become visually literate. Through the practice of visual encoding (expressing thoughts and ideas in visual form) and visual decoding (translating the content and meaning of visual imagery), children are developing a skill that is vital for their future life success.

Children use all their senses to learn. Through visual imagery, children identify numbers and letters, find meaning in concepts and ideas, develop critical-thinking skills, and so much more. Visual literacy is an important skill that can be used across the curriculum: When Ms. Kickery brings in the image of the plantain, she can engage children in discussions about its color (art), shape (math), how it is grown (science), where it is grown (geography), and the fact that its name begins with P (literacy).

Why Is Visual Learning Important?

Visual learning is a path to visual literacy. It balances the more passive process of decoding with the active process of encoding. In our increasingly visually driven society, the ability to create and interpret imagery is as imperative as the abilities to read and write and to listen and speak. In addition to print, television, movies, and signs, young children deal on a daily basis with computers, educational video games, and the Internet—all media requiring a high degree of visual literacy to cope with a sometimes-overwhelming amount of information.

Processing information visually is a critical part of learning and brain development.
development in early childhood. New technologies such as the Positron Emission Tomography (PET) Scan and Magnetic Resonance Imaging (MRI) verify that the brain develops new synapses and processes new information, or learning, in stages. A child first sees the concrete item—for example, a ball—and then hears someone say the word ball: “This is a ball, see the ball roll?” Language and vocabulary develop through repetition of this process. From these beginnings, children learn to recognize words and letters, skills that lead to reading and writing. Pictures and photographs are indispensable teaching tools for this type of learning.

**Six Modes of Visual Learning**

The Polaroid Education Program developed six modes of visual learning. Each is a strategy that helps develop different capabilities that directly relate to specific skills that young children will need as they become good readers and writers.

**Exploring:** Use pictures to investigate the details of dinosaurs, the leaves on a tree, or the lines in someone’s jacket. Are they the same or different? How? Longer or shorter? Fat or thin? As children learn to distinguish a T-Rex from a raptor or a maple from an oak leaf, they are practicing skills that will help them discriminate between a b and a p and a 2 and a 5.

**Recording:** Photographing a field trip is a great way for children to recreate the experience at a later time. Children can develop early literacy skills when they sequence the photos: “First we got on the bus to drive to the pumpkin patch. On the way, we passed this huge crane fixing a bridge. When we arrived at the farm, we looked through the patch to find our pumpkin.” When children arrange photographs in this way, they are actually “reading” a series of photographs to tell a story, developing left-to-right patterning, and practicing visual sequencing. The ability to put together a sequence of pictures to describe an event is the same skill needed to read a series of pictures to tell a story.

**Expressing:** Children express their feelings in many different ways. Use photographs to record those expressions and talk about them. Do you and your friend look the same when you are happy? Sad? Scared? Take pictures of children expressing different emotions or feelings. Asking children to “read” and talk about the nuances on each face helps develop expressive language skills. Looking for subtleties in a picture of a face will help when the child later tunes into such nuances of reading as punctuation and spacing.

**Motivating:** Every day in your classroom, you see some new achievement, by individuals as well as the entire group. Using photographs to document those moments, then posting the pictures on a special bulletin board, will help children see each other’s strengths and share them. Photographing children with their favorite books will help them develop a positive disposition to read. Children tend to go back to things that they have written or that are about themselves. The visual image of themselves on the cover or as the author encourages them to read it over and over.

**Communicating:** Challenge children to
use photographs to create their own story or a mural that tells a story—even a shy child can communicate thoughts or ideas through a series of photographs. Ask the children viewing the series to guess what the child is trying to express—they will begin to learn that stories can be interpreted from different viewpoints, a great critical-thinking skill.

**Imagining:** There are many wonderful ways to use photographs to inspire imaginative thinking. Put up a series of pictures and ask children for ideas on what could be happening in the photos. Or invite children to create a “story in the round” by passing around a photo: One child starts a story about the photo and the others add to it. Make sure you record their story. Sometime later, you can read the story back and ask them to draw a picture based on what they have heard. You will be providing a strong lesson in the connection between words and images: Part of visual literacy is understanding what is heard and translating it into what it looks like.

Visual learning promotes visual literacy by providing children with the opportunity to practice reading, selecting, and creating images of all kinds. Visual learning projects, games, and activities that are engaging, fun, and purposeful will support children in developing visual literacy skills early in their lives. The benefits will last a lifetime.

—Kimberly B. Moore, Ph.D., is an author and consultant with more than 20 years of experience in the early childhood field.

### Using Photography in the Classroom...

Here are some visual learning ideas for using photographs to develop children’s visual literacy in a variety of curriculum areas:

- **ONE-TO-ONE CORRESPONDENCE AND VISUAL DISCRIMINATION** Label the shelves in the block area with pictures of individual blocks so children can match shapes with blocks.

- **VISUAL DISCRIMINATION** Enlarge a photo, laminate it, and cut it into pieces to create a puzzle.

- **PATTERNING, MATCHING, AND ONE-TO-ONE CORRESPONDENCE** Create a matching game: For younger children, use several sets with two photos of the same object. Older children can match photos of different items with the first letter of the item’s name or match a number to a photograph that shows that number of items.

- **FAMILY INVOLVEMENT AND MULTICULTURAL LEARNING** Encourage families to send in photos that depict traditions of their home cultures. You can post these photos in the art, writing, or dramatic-play areas.

- **VISUAL PERCEPTION AND DISCRIMINATION** Place photos of buildings in your town around the block area so children can use familiar places as models.

- **IMAGINATION AND SELF-CONFIDENCE** In your dramatic-play area, post pictures of adults in their work to encourage children to think about themselves in these professions when they grow up.

- **COMMUNITY, COOPERATION, PATTERNING, AND SEQUENCING** Display pictures of children in your classroom washing hands, eating snack, cleaning up, sharing toys, and playing cooperatively.
For Trainer: Group Instruction Hour #1

After Learners have read the article, use these ideas to generate discussion:

Discussion Starters

- Define visual literacy and visual learning. Ask Learners to share personal examples of using either visual literacy or visual learning.
- How do children use visual literacy in your classroom to problem-solve, learn new information, “read,” or communicate with others?
- List three forms of literacy (listening and speaking, creating and interpreting imagery, reading and writing). Ask Learners to write one example of how these are integrated into the curriculum.
- List each of the six modes of visual learning and discuss examples in the article. Ask each Learner to select one mode and share an activity with the others.

Case Studies

Ask Learners for two visual imagery suggestions to help integrate Alma into the class.

Alma is new to Miss Pat’s 4-year-old classroom. She has moved to their city from another state and is shy and doesn’t talk much. Miss Pat wants to help her feel comfortable and a part of the group. How can using photographs and pictures help?

Possible solutions:
- Bring in pictures of Alma’s family, bedroom, house, favorite foods, and pets.
- Ask her to take pictures of her favorite things in her new town and share with her classmates.
- Take a class picture.

Applied Activities

Review the activities on pages 10 and 11, discussing how they promote visual literacy. Learners should then choose two of the activities (or create their own) to use with children. Remind them they will be asked to reflect on these classroom experiences in the next training session and provide documentation such as lesson plans, photos of children engaged in the activity, samples of children’s work, or other artifacts.

Portfolio Document

Distribute the Portfolio Document and discuss how to complete. Resources to assist Trainers in portfolio documentation and evaluation can be found at www.earlychildhoodtrainers.org.

Grading the Test

Each question is worth 10 points. The minimum score for successful completion is 80.

Answer Key:
- 7. FALSE; 8. TRUE;
- 9. TRUE; 10. TRUE
Ask children to think about things they do during the day that have a beginning, a middle, and an end, such as snack, block building, and cleanup. Suggest that they use photos to show the beginnings, middles, and ends of these activities. Divide the class into smaller groups. One group can do the activity (making snacks, for instance) while the other group photographs it. Then switch so that the group that had taken the photos is now doing the activity. Challenge children to put the photos in the correct order, then mount them on poster board and display.

Provide children with copies of photos and encourage them to add their own artistic "stamps." Work with children to find different ways to turn ordinary photos into works of art! Provide children with copies of photos that you or they have taken, and let their imaginations take off. Perhaps they can draw clothes on a photo of a teddy bear or paint a yellow dinosaur green. You might take photos of their block structures and mount them on butcher paper so children can draw streets, trees, people and create a "block city." Older children might use the photos to create finger puppets or dolls, or they might decorate them three-dimensional style, using yarn, fabric pieces, leaves, twigs, and other items.

Take photos of the children as they play and work throughout the day. Be sure to include every activity and routine on your daily schedule and include each child in at least two pictures. Invite children to play a sequencing game using photos of different daily routines. Ask them to arrange the photos in the order the events usually occur. Later, attach the photographs to a bulletin board. These pictures can replace your daily schedule. When the day changes, move the pictures accordingly.
Have a discussion with children about moods. How can they tell just by looking at someone if that person is happy? Sad? Angry? Take photos of children expressing different moods. On another day, show children the photos. Can they identify the moods depicted in the pictures? Do some moods look similar to others? What things do they notice about the different moods? (Noticing subtle differences between moods will help prepare their awareness of nuances in print.)

Take photos of things that will interest children—for instance, teddy bears and trucks, dinosaurs and dishes, blocks and boxes. Mount the photos on individual pieces of cardboard and write the first letter of the item’s name on the card. Younger children can match the cards based on the initial letter sounds of the items or visually by identifying the letters.

Share a flip book with children so they can see that a flip book is made up of stacks of pictures placed in a row, with each stack able to be “flipped up” so the pictures in the rows always change. Explain that there are no words in flip books, so people create their own stories from the pictures. For the class flip book, have pictures of the children, their families, yourself, and other people the children come in contact with, along with photos of your room, the outdoor play space, favorite toys, and so on. Use the book at story time and in your writing area.

Visit www.polaroid.com/education for many other ideas and activities.
Visual Literacy and Visual Learning Test

NAME: ____________________________ DATE: ________________

MULTIPLE CHOICE:
Select the best answer.

1.) What is visual learning?
   a. the ability to discriminate visual actions
   b. the ability to interpret visual actions and objects
   c. the process of becoming visually literate
   d. seeing, touching, and smelling to develop visual competencies
   e. All of the above

2.) What is visual literacy?
   a. the ability to discriminate visual actions
   b. the ability to interpret visual actions and objects
   c. ability to gain meaning from visual actions and symbols
   d. the ability to decode images
   e. All of the above

3.) Photographing a class activity and using the pictures to later recreate the experience with children is an example of:
   a. alike and different
   b. imagining
   c. one-to-one correspondence
   d. recording

4.) Tonya places the photographs of her trip to the zoo in order from beginning to end. This is an example of the visual learning mode of:
   a. communicating
   b. exploring
   c. visual perception
   d. sequencing

5.) Mai Lei, the 4-year-old teacher, takes a picture of the children’s play yard, glues it to a poster board, laminates it, and cuts it up into puzzle pieces. Which type of visual learning does this puzzle foster?
   a. imagination
   b. visual discrimination
   c. one-to-one correspondence
   d. sequencing

6.) Paul Cruz has asked Jamie, a 3-year-old, to play a game in which he matches photos of different items in the classroom to the actual items. This is an example of:
   a. critical thinking
   b. motivating
   c. one-to-one correspondence
   d. sequencing

TRUE-FALSE: Indicate T for true and F for false.

7.) Processing information visually is not really an important component of learning in early childhood. ___

8.) Encoding information is a more active thought process than decoding information. ___

9.) Young children need a high degree of visual literacy to use the computer and play educational video games. ___

10.) Listening to a story and then drawing a picture of it is an example of processing information visually. ___
Training Evaluation Form

You must complete this form and return it to your Trainer in order to qualify for CEU credit or 10 in-service training contact hours.

SCALE:
Strongly Agree....Strongly Disagree

Trainer/Methods
1. The Trainer stated the course objectives clearly 1 2 3 4
2. The Trainer seemed knowledgeable about the topic 1 2 3 4
3. The Trainer helped me to readily understand the topic 1 2 3 4

Course Content
1. The course content matched the stated objectives 1 2 3 4
2. The course content was relevant to my present work 1 2 3 4
3. The course was structured in a way that helped me learn 1 2 3 4

Participant Benefits
1. The course adequately addressed my expectations 1 2 3 4
2. I likely will change my thinking and/or actions because of what I learned in this course 1 2 3 4
3. The handouts will be useful in my work 1 2 3 4

Course Setting
1. The facilities for this course were satisfactory 1 2 3 4
2. The classroom/work space was conducive to learning 1 2 3 4
3. The schedule of this course was convenient 1 2 3 4

Overall Outcome
I would recommend this course to other professionals 1 2 3 4

Applied Learning
I will utilize what was learned in this class in the following manner (please describe):

Date: ___________________

Name: ______________________________________________________
(Optional)

VISUAL LEARNING / VISUAL LITERACY 13
APPLICATION FOR
IN-SERVICE TRAINING HOURS (10 Contact Hours)
OR CONTINUING EDUCATION CREDIT (CEU)

Visual Literacy & Visual Learning
This program is designed to enable early childhood professionals to develop a competency in teaching visual literacy. At the conclusion of this module, Learners will:
✔ Define visual literacy and how they can use it to promote reading and writing in young children.
✔ Plan and implement a minimum of two games, activities, or projects in any area of curriculum and describe how each will support children’s understanding and promote development of literacy skills.
✔ Incorporate one example of each of the six modes of visual learning in an early childhood classroom.

Learner Section
For In-Service Training Hours (10) Credit:
1. Complete the Learner’s Section of this application and have your Trainer complete the Trainer Section.
2. Attach the completed application to your course materials for professional files.

For Continuing Education (CEU) Credit:
1. Complete Learner’s Section of this application and have your Trainer complete the Trainer Section.
3. Submit all copies, along with your Trainer Evaluation, to your Trainer. If you are paying the CEU fee, include $10 check/money order only (payable to ECTA).
4. CEU Certificate will be mailed to the address you submit below.

Social Security Number ________-______-____________
Learner Name ________________________________________________________________
Address _____________________________________________________________________
City ________________________________________________________________________
State ___________________________________   Zip ______________________________
Home Phone (_______)__________________________ E-mail _________________________

Trainer Section
For In-Service Training Hours (10) Credit:
1. Complete the Trainer’s section of this application and return to the Learner for professional files and/or keep for center records.

For Continuing Education (CEU) Credit:
1. Collect Learner’s copies of Application, Portfolio Document, Tests, and payment (where applicable).
3. Submit all materials (Application, Portfolio Document, Test, and Evaluation) to the Early Childhood Training Association, PMB #219, 46 Chagrin Plaza, Chagrin Falls, Ohio 44022. If you are paying CEU fees, submit payment of $10 per Learner by check/money order only (payable to ECTA).

CEU Certificate will be mailed directly to the Learner.

Trainer Name ________________________________________________________________
Address _____________________________________________________________________
City ________________________________________________________________________
State ___________________________________   Zip ______________________________
Home Phone (_______)__________________________ E-mail _________________________
Education/Credential ______________________________________  Date Earned _________
College/University ____________________________________________________________

Trainer Verification
This Learner has completed all course requirements, including group instruction, readings, outside activities, tests, and individual summary meeting. The Learner has completed the required Portfolio Document to demonstrate mastery and is eligible for 10 In-Service Training Hours or 1 Continuing Education Unit for the course. This training meets the quality standards of the International Association for Continuing Education & Training (IACET), and is eligible for Early Childhood CEUs, issued by the Early Childhood Training Association, an IACET-Authorized Provider (#204110).

Trainer Signature:_________________________________________   Date:_______________________

VISUAL LEARNING / VISUAL LITERACY
This is your summary and collection of work samples that explain and show how you applied the information you learned during this training.

1. Follow the directions in each section to complete this form.
2. Review and evaluate the Portfolio Document with your Trainer during your Summary Meeting.
3. If applying for CEUs, make a copy of the signed Portfolio Document and submit it to your Trainer along with other required forms.
4. Keep all course materials together. Use the Portfolio Document and work samples as evidence of mastery of the course objectives.

A. Describe the Applied Activities you planned and used in your program to apply the course materials. Attach samples of children’s work, photographs, lesson plans, artifacts, etc.

B. Write a brief description of the results and explain how the activities demonstrate your mastery of each course objective.

TRAINER STATEMENT: This Portfolio Document meets requirements for course completion.

Trainer Name (print): __________________________________________
Trainer Signature: __________________________________________ Date: __________________________

Learner Name: ______________________

COURSE OBJECTIVES: This program is designed to enable early childhood professionals to develop competencies in teaching visual literacy. At the conclusion of this module, Learners will:

• Define visual literacy and describe how they can use it to promote reading and writing in young children.
• Plan and implement a minimum of two games, activities, or projects in any area of curriculum and describe how each will support children's understanding of visual literacy and promote development of literacy skills.
• Incorporate one example of each of the six modes of visual learning in an early childhood classroom.
Nothing lights up an early childhood classroom like instant photography!

The Polaroid Education Program

Children have a unique perspective on the world. They’re fascinated and delighted by things adults often overlook, which is why photography is so useful in the classroom. By capturing images, you also capture a child’s imagination, and that gives you the power to teach, to nurture, to document, to manage, and to celebrate.

As a companion to "Visual Literacy & Visual Learning" and the ideas supported in this booklet, contact us today for your free copy of The Polaroid Education Program’s new 24-page guide, “A Child’s Eye View: Instant Imagery in the Early Childhood Classroom.” This guide is filled with tested activity ideas referenced to certification and accreditation standards, highlighted parent and family involvement activities, and focus areas on reading, professional documentation, and safety. To receive your copy, visit us online or call 1.800.662.8337 (code E166).

The Polaroid Education Program (PEP) also offers in-service training. We can help you meet your Visual Learning and your teacher training needs. When you combine the Polaroid/Scholastic ECT training program with our onsite Early Childhood Workshop, delivered by one of our Visual Learning Specialists, you will achieve maximum results for your faculty and staff:

- Workshop participants will have a hands-on learning experience with Polaroid instant cameras, learning how to make effective images and practicing classroom-tested activity ideas.
- Your center will receive a set of Polaroid Instant Cameras and film for your use after the workshop.
- All participants will receive copies of Polaroid’s “A Child’s Eye View: Instant Imagery in the Early Childhood Classroom” and this brochure, "Visual Literacy and Visual Learning: Integrating Visual Imagery Into the Early Childhood Classroom."

For information about The Polaroid Education Program, instant cameras and film, and PEP workshops with ideas on how they can enhance and complement the work in this brochure, call 1.800.662.8337 (code E166) or visit our Web site: www.polaroid.com/education.