

Releasing creativity through visual communication

- Visual anthropology and visual sociology
 - Visual data less valued than written data but the case is being strengthened
 - Cultural theory of representation – reflective; intentional; constructivist (Hall, 1997; Prosser, 1998)
 - Market research - explores motivations for purchases, responses to brands, new products etc. through visual images; extensive use in focus groups (Zaltman, 1995)
 - making visual representations (studying society by producing images)
 - examining pre-existing visual representations (studying images for information about society)
 - collaborating with social actors in the production of visual representation (Banks, 1994)
- “Visual consumption is a key attribute of an experience economy organized around attention. We live in a digital electronic world, based on images designed to capture eyeballs and build brand names, create mindshare and design successful products and services.” (Schroeder 2002, p. 13)

Rationale behind using posters for assessment – professional perspective:

- Bennett & Murphy (2001) suggest that effective health promotion initiatives employ a variety of methods to facilitate behavioural change
- The frequent use of mass communication methods allows accessibility to mass audiences which could significantly reduce individuals levels of risk for disease
- Carstairs (1970) concluded that people who want more information during a consultation do not ask for it
- Ley & Llewelyn (1995) put forward a number of strategies to combat this finding: Important facts early on; key facts Language appropriate to audience - simple words & short sentences; Organisation of information - chunk information address particular concerns

Rationale behind using posters for assessment – academic perspective:

“For the purposes of this research, the poster task was chosen for a number of reasons. Contemporary conceptions of learning emphasise the need for challenging, complex and open-ended tasks that are based on student inquiries and the social construction of knowledge.” (Kumpulainen 2001, p. 136)

- The need to assess knowledge in a functional manner. This suggests assignments need to reflect both academic and industry (vocational) requirements.
- The need for a framework that assesses particular competencies whilst encouraging students to display information using a spectrum of methods. This allows the development of a multistructural profile of assessment . (Biggs, 2003)

Goal of the poster – visual test

- Ramsden (2003) suggests the need to allow students to display how much they understand. Posters involve understanding & application as students must identify the information necessary to translate theory into practise.
- They must be able to: establish an accessible format; evaluate the information ; present it concisely
- To do this successfully implies they understand the strengths & weaknesses of the material
- Allows them the opportunity to show they can communicate effectively in a ‘non traditional’ manner thus releasing potential through creativity

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