

California State University, San Bernardino

**CSUSB ScholarWorks**

---

Teaching Skills Study Awards (TSSA) Reports

Teaching Resource Center

---

8-13-2019

## Lynne Diaz-Rico TSSA Spring 2019

Lynne Diaz-Rico

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/trc-tssa>



Part of the [Higher Education and Teaching Commons](#)

---

### Recommended Citation

Diaz-Rico, Lynne, "Lynne Diaz-Rico TSSA Spring 2019" (2019). *Teaching Skills Study Awards (TSSA) Reports*. 3.

<https://scholarworks.lib.csusb.edu/trc-tssa/3>

This Other is brought to you for free and open access by the Teaching Resource Center at CSUSB ScholarWorks. It has been accepted for inclusion in Teaching Skills Study Awards (TSSA) Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact [scholarworks@csusb.edu](mailto:scholarworks@csusb.edu).

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
TEACHING RESOURCE CENTER

**Report: Teaching Skills Study Award Spring 2019**

Lynne Díaz-Rico

Name of Conference Attended:

**New York Adult Basic Education /English to Speakers of Other Languages  
Conference**

Teaching Strategy Studied

**Multimodal FX: Teaching Infographics**

Session: *Media Literacy or How I Learned to Stop Worrying and Love Infographics*  
(Presenter, Lizelena Iglesias)

How This Strategy Is Applied to Current Teaching

Multimodal access to literacy looms ever larger in the teaching world as icons, pictures, graphics, video, and other alternative semiotics colonize the linguistic sphere. Infographics is a way of presenting a mass of information in ways that augment the alphabetic mode, using images to convey complex concepts.

In the technology-enhanced 21<sup>st</sup> century, many avenues have opened up to integrate alternative media with content-area knowledge. Ms. Iglesias offered a mini-lesson that included both infographics and close reading to explore the use of infographics to deepen both content-area skills (in this case, oceanography) and digital-literacy skills.

Participants in this session left with a deeper understanding and appreciation for ways to integrate technology and reading practices, including ways to improve vocabulary recognition, contextual grasp of meaning, concept retention, and close reading.

The title of the mini-lesson is The Great Pacific Garbage Patch. Imagine the target infographic: a 9" x 15" map of the world, centered on the Pacific Ocean. In the center of the ocean are two spiky spirals labeled "Eastern Garbage Patch" and "Western Garbage Patch." Ocean currents flowing around the continental land masses are represented by light blue curved arrows against the dark green background of the ocean. Other oceanic areas are labeled "North Atlantic Gyre," "South Atlantic Gyre," "Indian Ocean Gyre," "South Pacific Gyre," and "North Pacific Gyre."

Written information is displayed in text blocks in contrasting ink placed atop the land and sea masses. One such text block below the North Pacific Gyre reads, "The wind-driven, swirling current of the North Pacific Gyre gathers marine pollution, slowly moving it towards the center of the region and trapping it." Other text blocks offer other data about plastics and other ocean trash.

Dividing the participants into groups and assigning each group a quadrant of the graphic, the instructor asked each to explain the information in their given quadrant. Then we were given vocabulary cards and matching pictures, with short listening quizzes administered via our cellphones. Using this teaching method, we were able to absorb complicated concepts with relative ease, showing this to be a viable multimodal literacy strategy.