



A MULTIPLE CASE STUDY OF THE PERCEIVED INFLUENCE OF VISUAL THINKING STRATEGIES ON TEACHER PRACTICE

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Abstract

Visual thinking strategies (VTS) is a constructivist (Perkins, 1999) teaching approach developed by Phillip Yenawine and Abigail Housen. This study will investigate the experiences of teachers using VTS.

Rationale

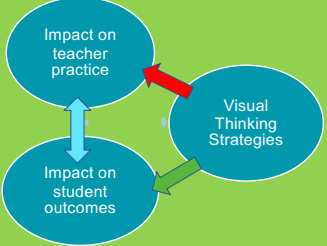
Visual thinking strategies (VTS) led to positive impact on student outcomes (Visual Thinking Strategies, 2003).

Teacher proficiency had the greatest impact on effectiveness of VTS (Tishman, MacGillivray, & Palmer, 1999).

This study might provide insight as to how teachers become proficient in VTS. Which in turn might ultimately be used to positively impact student outcomes.

Statement of the Problem

Research has been conducted on the influence of VTS on student outcomes but limited empirical research has investigated the impact of VTS on teacher practice.



Significance of the Research

Data collected from the interviews may be used to assist educators who struggle with implementing visual thinking strategies.

VTS might have implications for use as a treatment for teachers struggling with specific skill sets (student centered learning, critical thinking skills, encouraging student voice.)

Key Terms

Visual thinking strategies are inquiry-based practices grounded in a work of art and two specific questions: "What is going on in this picture?" and "What do you see that makes you say that" (Yenawine, 2014)?

General classroom instruction is any active teaching activity exclusive of a VTS session (Dintersmith, 2018).

VTS Program Schools participate in 3 years of professional development and curriculum implementation.

Independent VTS practice is conducted by teachers who have participated in VTS training and use the practice in their class without additional support.

Educator VTS skills are actions that support the six identified VTS skills (Yenawine, 2014).

Key Terms – 6 VST Skills



Review of the Literature

Limited empirical research has been conducted on the influence of VTS on teachers' perceived practice. However, there are numerous studies on the impact of VTS practice on student outcomes.

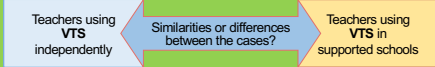
Authors	Participants	Purpose of the Research	Results
Grohe & Egan (2015)	Twenty-three ELL students participated in this study.	To determine the impact of VTS on students who were learning English as a second language.	At the end of the first year of the study, students in the treatment group doubled their observations and interpretations, but carefully matched peers in a control group did not. Students in the treatment (VTS) group showed a major increase in oral critical thinking skills by the end of third grade and an increase in written critical thinking skills at the end of fourth grade. These gains in oral and written critical thinking skills were maintained in fifth grade.
Curva, Milton, Wood, Palmer, Nakhmis, Radcliffe, & Youngblood (2005)	The study was conducted over the course of three years and included students from three treatment schools (n= 131) and one control school (n= 56). The participants were all enrolled in elementary schools in the Miami-Dade County district.	Investigate the impact of VTS on students at risk of failure.	Results from the three treatment schools showed correlations between growth in visual literacy and achievement in reading and math, with scores on the Florida Comprehensive Achievement Test rising between .35 and .40 points. There was no evidence of this relationship in the control school.

Research Questions

How does VTS teacher training and classroom practice influence VTS School participants' perceptions of their teaching practice in general classroom instruction?

How does VTS teacher training and classroom practice influence independently practicing participants' perceptions of their teaching practice in general classroom instruction?

How, if at all, do the perceived experiences of teachers participating in the VTS School program differ from teachers with VTS training who are practicing independently?



Population and sample size for VTSIP I & II

Group	Population N	Sample n	Percentage of the population
Independent VTS teachers	>200	12	6
Teachers working at VTS Program Schools	>480	13	2.7

Research Design – Multiple Case Study



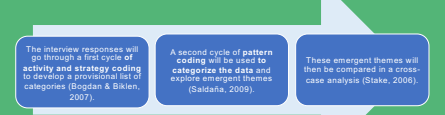
Instrumentation



Data Collection – Interview Protocol I and II

- Participants acknowledged interview consent via SurveyMonkey
- Interviews took place virtually (VoIP)
- Less than one hour in length
- Transcripts of the interview were returned to participant for member checking

Data Analysis



Data Analysis – Cross-Case

