


Quantitative Content Analysis of Online Visual Languages

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Introduction – Research questions



RQ1 - Do e-zine websites communicate to their audience using a common visual language?

RQ2 - Do e-zine websites adopt a Visual representational structure that is more conceptual than narrative?

Methods

Sampling Frame	73 e-zine websites
Sampling Method	multistage, systemic sampling design
Types of Measurement	47 variables (both manifest & latent content) are measured according to the visual structure charts cited by Kress & Van Leeuwen
Levels of Measurement	<ul style="list-style-type: none"> • 3 ratio (Likert scales) • 3 interval • 41 nominal (dichotomy, categorical, closed)
SPSS Analysis	<ul style="list-style-type: none"> • T Test • ANOVA • Crosstabs

Example: Kress & Van Leeuwen

Representational Structures Chart

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graph LR
    RS[Representational Structures] --> Narrative
    RS --> Conceptual
    Narrative --> SL[Single leveled]
    Narrative --> ML[Multi leveled]
    Conceptual --> Classificatory
    Conceptual --> Analytical
    Conceptual --> Symbolical
    Classificatory --> CT[Covert taxonomy]
    Classificatory --> OT[Overt taxonomy]
    Symbolical --> Attributive
    Symbolical --> Suggestive
  
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Example: Narrative Structure

NARRATIVE
An international conference

2001: a space odyssey

Example: Conceptual Structure

• The structure is conceptual rather than narrative

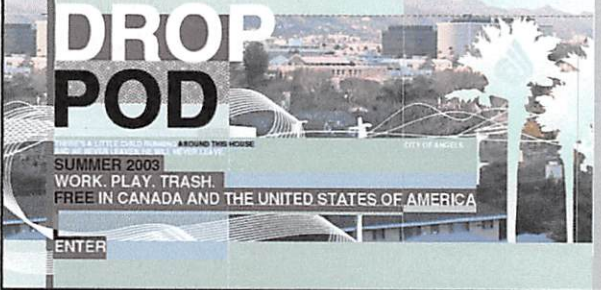
DROP POD

SUMMER 2003
WORK. PLAY. TRASH.
FREE IN CANADA AND THE UNITED STATES OF AMERICA

ENTER

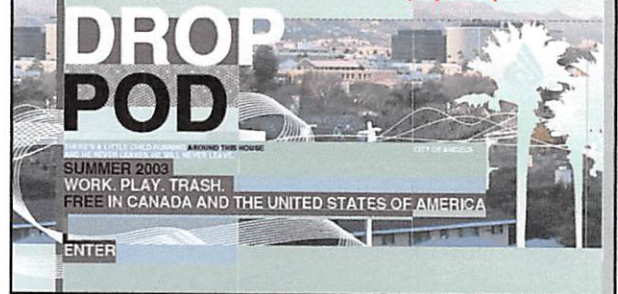
Example: Interactive Meaning

- Attitude is subjective, hinting at detachment (detail is deemphasized & atmosphere is at play)
- Social distance is impersonal, not social or personal
- Connections are emphasized visually via quadrants

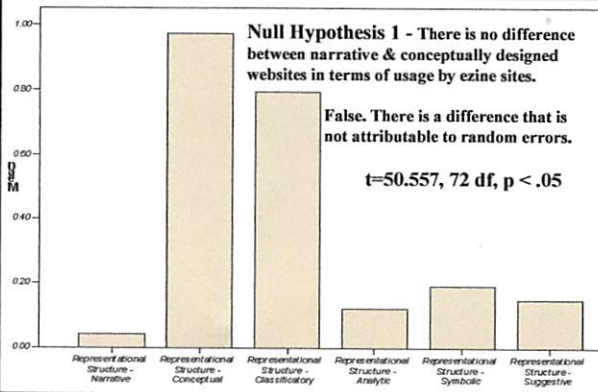


Example: Meaning of Composition

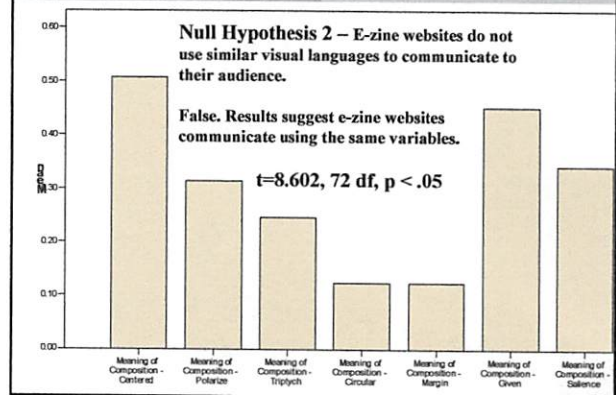
- The Information Value is lacking polarization – there is no Given / New format or Ideal / Real format
- Saliency is high due to the overlapping of elements and colors
- Framing devices use disconnection to visually separate spatial elements



Results



Results



Implications / Conclusion



- New image technologies are used in such a way as to change the 'typical' visual representations – naturalism is out and conceptual imagery is in
- Is there a link between higher education and the move from naturalistic to abstract representation?

References

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