



*We are visual creatures.
Visual things stay put,
whereas sounds fade.*
Steven Pinker

*It's a visual world and
people respond to visuals.*
Joe Sacco

Visualise

Infuse images into all aspects of learning - acquisition, processing, demonstration and assessment.

How It Works

If pupils today are exposed to far more visual stimuli than their teachers were, then it makes sense to use images for teaching and learning. Visualise: always consider if and how photographs, diagrams, charts, artwork can be used to help pupils acquire new knowledge, process it, demonstrate that they've learned and then assess that they have. Augment language, don't replace it or dumb it down. Images refine and extend what we think and say.

Knowledge, Skills & Attitudes

In order to use visuals effectively in teaching and learning pupils must be able to pay detailed *attention* to the material, *analyse* it, *connect* its features - both within the image they are considering and to other images - and also *compare*, *contrast* and *evaluate* - again, within and between images. Images flood their day to day experience. They need to be *discerning* in their approach to the images that have been chosen for curriculum learning.

1. Choosing

Use your lesson objective, focus, topic or keywords as a Google Images search term. Select returned images that fully embody and support the specific learning intention of the lesson.

2. Acquisition

When using images to gain new knowledge - first make sure that the knowledge is actually embodied in the images used. Then ask, 'What specifically can you see?' 'Choose at least X features which you believe to be important.'

3. Processing

Use initial thinking about the image to understand and analyse it. Ask, 'What does this image mean?' 'What new knowledge does it give us?' 'How will you recall this image and its new information?'

Applications

- Lesson starter
- Prompt for small group discussion
- Whole class teaching resource
- Memory prompt
- Topic/theme/lesson summary
- Writing prompt
- Thinking prompt

At every part of your lesson ask yourself, 'Would some kind of image, diagram or photo help them understand?'

Extensions, Adaptations, Variations

- Give small groups the collaborative task of representing exactly the same knowledge as: a paragraph, a chart/diagram, an audio recording and a series of images/photographs.
- Give each member of the class a small part of a whole image. Ask them to describe it in writing. Re-assemble the image and create a collaborative written piece to augment it.

For younger learners, display/project large images and ask them to talk about what they see. Ask low and high order questions to develop their thinking.

Test It Out

Type a spelling list or keyword list into Google Images. Pick a couple of images that come back. If and how could they support learning new vocabulary?

Further details and examples in the premium PowerPoint.

4. Connecting

Once familiar with the image, ask pupils to make connections, 'Find 2 images that link well to this one.' 'How is this image similar or different to each of the others?' 'How can you connect together the features within the image?'

5. Demonstration

Pupils use found or created images to present their new learning. Use a given image as a memory prompt; create a single new image that combines previous learning with new.

6. Assessment

Use an image used in the lesson to later establish exactly what pupils have recalled and understood about the lesson/topic. Ask, 'What did you learn from this image?'