



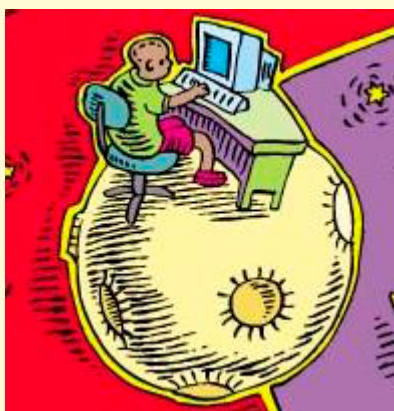
www.thutong.org.za

A picture is worth a thousand words

Teachers and learners alike, enjoy the use of graphics or pictures – see Andrew Moore's article called 'Picture This'.

This fact is supported by several theories around styles of learning. Simply put, the right brain/left brain theory explains that each hemisphere of the brain reacts to different stimuli. The left-brain is stimulated by verbal or linguistic communications, numerical calculations, logic and analysis whilst the right-brain is stimulated by visual images, holistic impressions, spatial relationships and non-verbal thinking (Gilder: 1985). If we provide different kinds of stimuli, we are facilitating higher levels of understanding and learning experiences. By doing so, we are also promoting the development of Visual Literacy.

Visual Literacy explains that one has the ability to HYPERLINK "http://en.wikipedia.org/wiki/Interpreting" \o "Interpreting" interpret, negotiate and make meaning from information presented in the form of an HYPERLINK "http://en.wikipedia.org/wiki/Image" \o "Image" image. (Debes: 1969). This is a key skill for life-long learning in multilingual South Africa as we need to make sense of visual clues in our environment, when words don't necessarily make sense.



The Cone of Experience theory put forward by Edgar Dale in 1946 is an often (mis) quoted source around the extent to which one remembers according to experience.

Although it is said that Dale did not actually put percentages to his theory, he said that one remembers far more of what one is actively engaged in as an action, as opposed to just reading about it. The more senses involved the better the memory retention and thus the argument for the use of images and interactive video when a first-hand experience is not possible.

There are all kinds of flat images (2D) and ways of using them; photographs, drawings, illustrations, charts, posters and cartoons. There are also moving images that can include sound e.g. animations, interactive experiments, virtual tours and videos which give one the illusion of reality through a three dimensional (3D) experience. Video games and the existence of virtual worlds on the Internet e.g. Second Life, further explore imagery in the third dimension.



So how does this translate to

the classroom? Where can teachers find the images they need? What about the ethical use of using images that somebody else has produced? Where does one find quality material in the South African or African context?

Clipart can be great fun and very useful in education. Schools however, are encouraged to create their own original images. These images form a unique expression and encourage learners to not merely copy and paste from a ready-made source. If you have access to the Internet try a tool called Scribbler, you will be astonished at the results.

One can find photographs and cartoons by doing a search in Google images. There are copyright issues around use however and teachers are advised to use

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the word 'free' as part of their search term. It is also advisable to seek permission to use an image. The source generally gives a clue as to who to contact.

Access to the Internet is not always possible but there are encyclopaedias on CD Rom. Encarta is an example and it provides graphs, photographs, animations, video clips and interactive tours. Imagine the possibilities around a laptop computer in a school being linked to a data projector thus enabling an entire class access to a video clip or animation relevant to a topic in the curriculum. One can go on a virtual tour of Cape Town, hear Nelson Mandela speak and experience the view from the top of Table Mountain.

If you have access to the Internet, online video clips for teachers are available. A popular website is TeacherTube whereby there are many clips of science experiments and all sorts of



other classroom related activities.

There are places where people upload, store and share their digital pictures and videos. Two of these are Flickr and Picasa and it is worth registering online to access these resources. If a school has a digital camera it would be useful to other schools to share local images by uploading them to the Internet, this is really in the spirit of collaboration.



The Thutong education portal is a good place to share images and video clips. A Gallery is planned, but the success of it will be wholly dependent on teachers uploading their digital resources. Can you imagine video clips of environmental outings being made available for all to share? Science experiments and exhibitions of school art, digital images of South African plants, animals, birds and insects. Architecture and landscapes, cultural artefacts and ceremonies, interviews and presentations. How many wonderful digital presentations are created in South Africa by both teachers and learners and Thutong will provide the platform to upload, save and share these.



Remember that it is essential to always give credit to the source of your images and if possible, ask permission to use them, even those that are held under the Creative Commons licence. If you use resources that are under copyright © make sure that you are not expected to pay for their use.

Resources

Discovery Education ClipArt: <http://school.discoveryeducation.com/clipart/>
Scribbler: <http://www.zefrank.com/scribbler/>
Teacher Tube: <http://www.teachertube.com/>
Flickr: <http://www.flickr.com>
Picasa: <http://picasa.google.com>