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The use of Visual Tools in Teaching and Learning

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Students' experience of learning

Use of visual tools


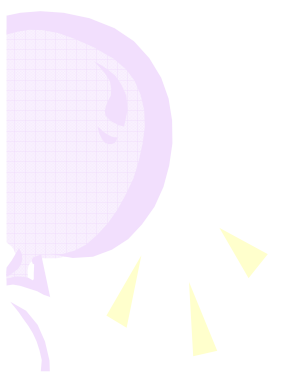


Learning styles

- No evidence to support
 - 'Motivational and situational factors, rather than learning style, may influence learning success'
 - (Kratzig and Arbuthnott 2006, p. 244).
- 
- 



Teaching style

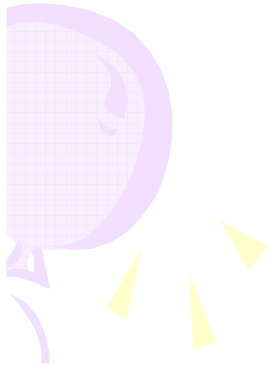
- Multimodal delivery
 - Active learning
 - Creating visual displays (visual)
 - Take part in discussions (auditory)
 - Moving around the room (kinesthetic)
- 
- 



Visual tools

- What are they?

- 
- Potential benefits:





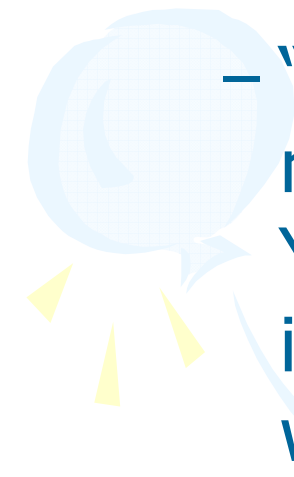
1. What learning environment do students prefer (and is this dependent on their learning style?)

- All examples were active learning
 - blind folded, drama workshop, sticking and pasting, using boxes, using the flip chart
- Note taking – flip charts (BB pre written-
flip chart created with group)
 - “It’s more the key points, little notes –
you can relate back to that moment”
subject 2

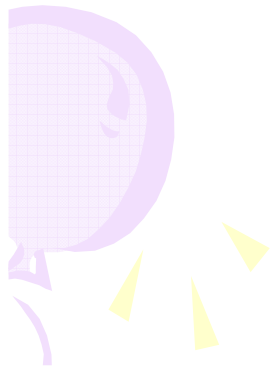


1. What learning environment do students prefer (and is this dependent on their learning style?)

- Did not like sitting and listening



– “we sat and took notes – fall asleep material. It’s harder to keep engaged. You get bombarded with lots of information at once and you don’t know what to do with it, what order, what’s it for? “ Subject 1





2. What do students perceive as the benefits of VT to learning and teaching?

- Plan essays
- Revise
- Display numerical data
- (STV, NTV, TVT most used)



2. What do students perceive as the benefits of VT to learning and teaching?

- 
- Teaching – creating diagrams (actively involved)

– “feel less tired – even though it’s a full day !’m OK”



subject 3



3. What are the barriers to the use of VT in learning and teaching?

- Students

- Not required
- Lack of knowledge
- Not academic

- Staff

- Space, SSR, not seen as academic, lack of knowledge
- 