

Using Digital Images in presentation technologies to teach threshold concepts in the online and face-to-face classrooms.

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An overview



The Why

Change in the working environment – face to face and the impact of COVID



The Concern

How are images being used to teach and learn on the online and face to face spaces



The How

Interviews, an intervention, follow up surveys



RQs Students

How do students perceive the use of Presentation Technologies and images as a learning tool in the online and face-to-face classroom?



Findings

I hope that I can make a contribution to the T & L literature, but my main wish is to support teaching and learning.



The Why and the How



Concern – today's learners



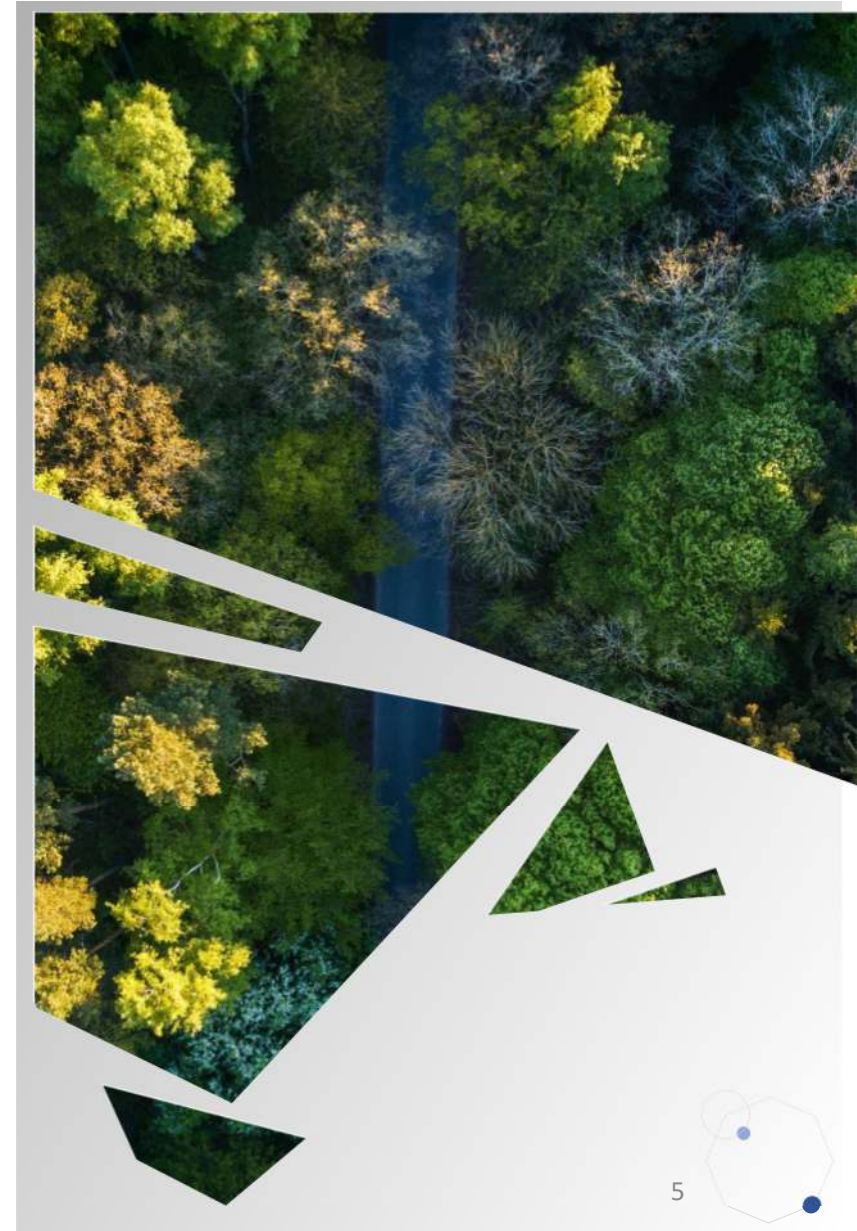
Digitally literate



Image literate



Why don't we
use more
images?



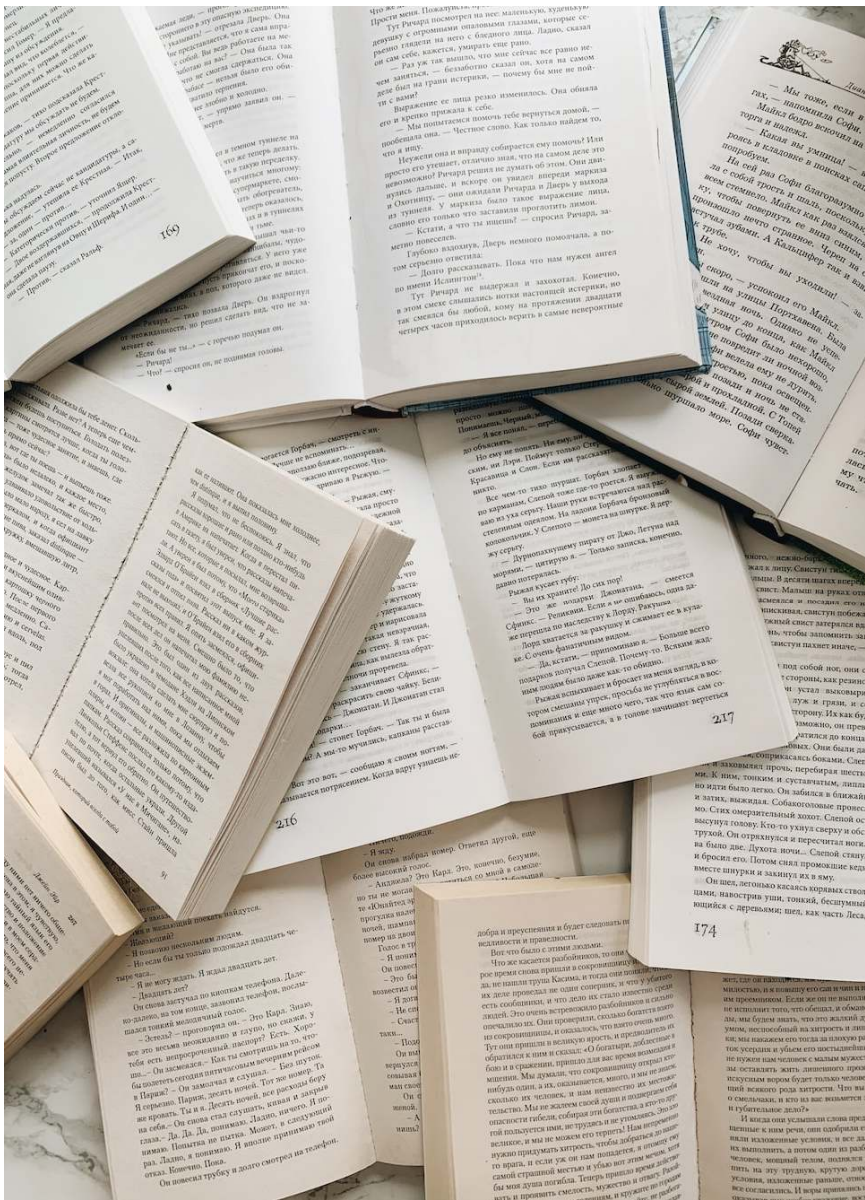
The way images are used

Early use

School

College





Background Research

Digital Software



A fact of life in class today



Few Studies

Apart from Hallewell and Lackovic (2017)

Nothing on:



Threshold Concepts
& Critical thinking



Students

Haven't been asked .

Overarching question that I want to address is...

What are lecturers' and students' reported uses, experiences, and opinions about the use of digital images in presentation technologies?



Lecturers – RQ1

How do lecturers perceive the role of DIs used in presentation technologies in online and off-line classes, concerning:

- i. The way images are used
- ii. Teaching purpose and discipline-specific threshold concepts
- iii. Support the potential development of critical thinking



Students – RQ2

How do students perceive the use of presentation technologies and images as a learning tool in the online and face-to-face classroom?

- i. What benefits and challenges do students perceive from the use of DI to learn threshold concepts and critical thinking?



Today's talk

Mainly students

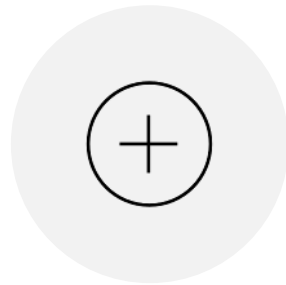
Design and methodology



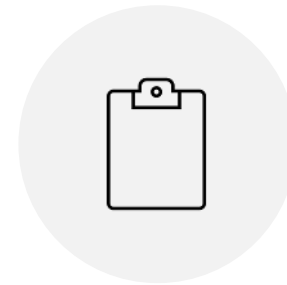
Interviews –
students &
lecturers



Intervention –
lecturers



Follow up to
intervention
(lecturers)

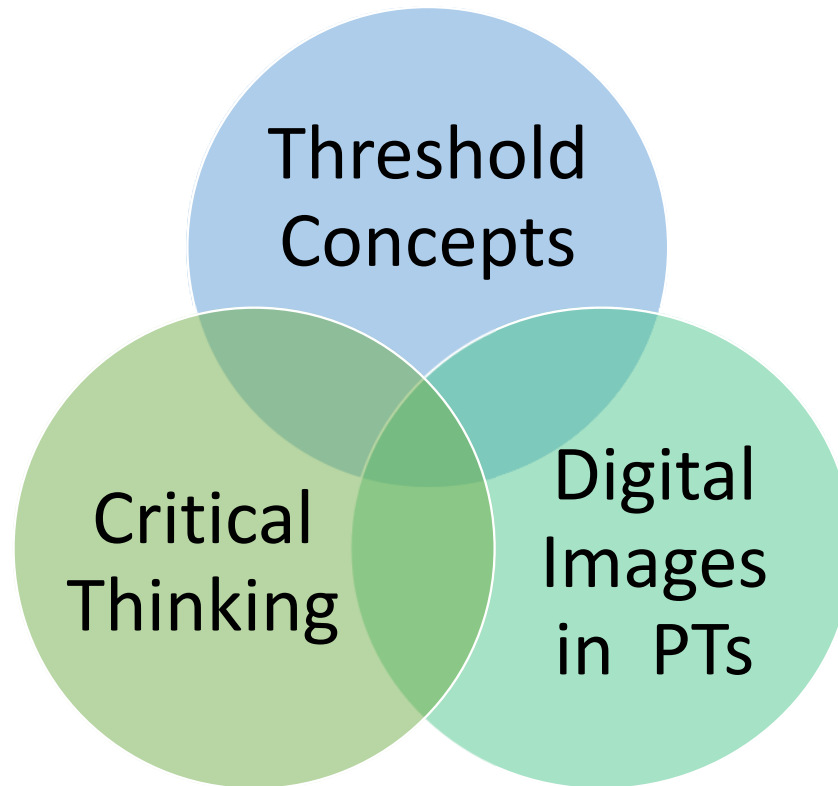


Survey - lecturers



Survey - students

Theoretical framework



Digital Images



A wide definition



Photographs



Line drawings /
graphs / models



Stock photos



Partial images



Online images –
web sites



Presentation Technologies

Tufte (2003) – pushy, speaker orientated, commercial, minimizes information.

Within teaching – conducive to control, possibly a snooze button, passive learning.

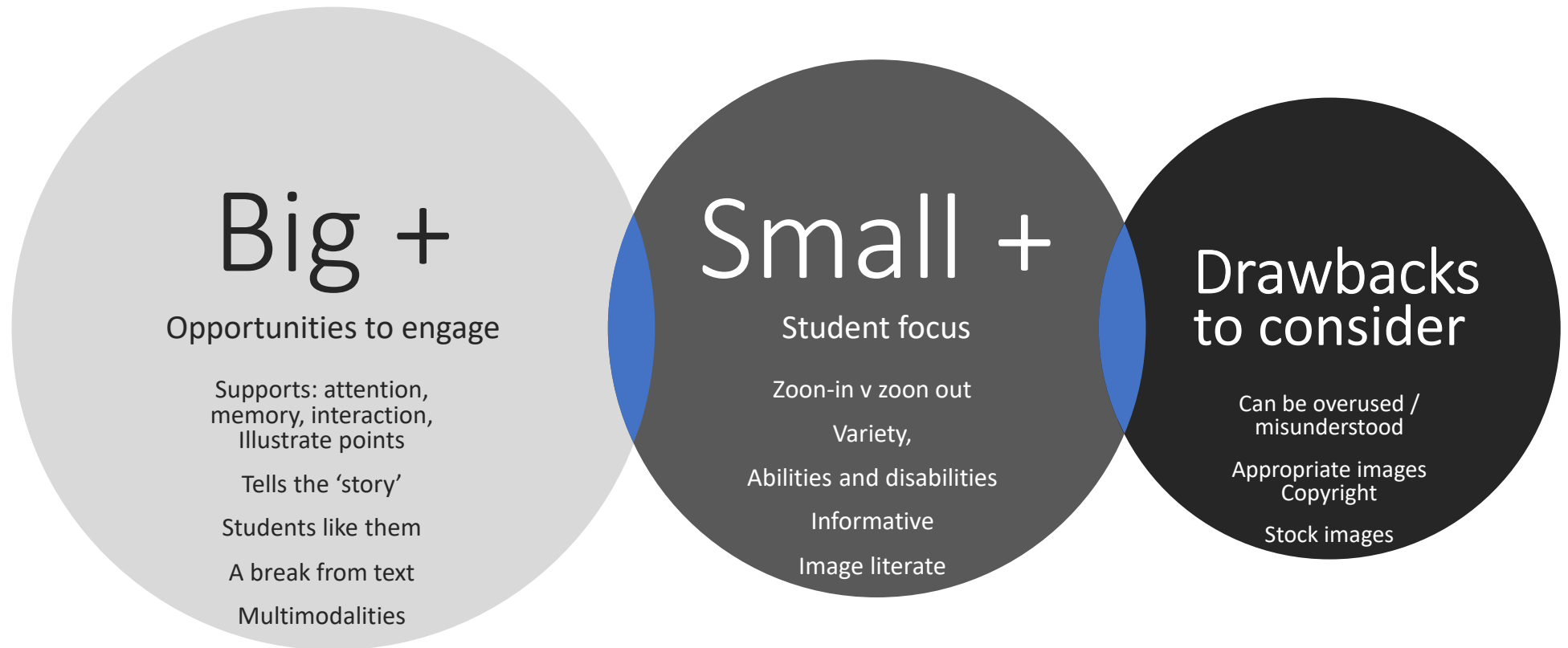
Hallewell and Lackovic (2017) – H.E. minimal use of images to engage.

Roberts (2018) – engagement with multi-media as a learning tool produces better student outcomes.

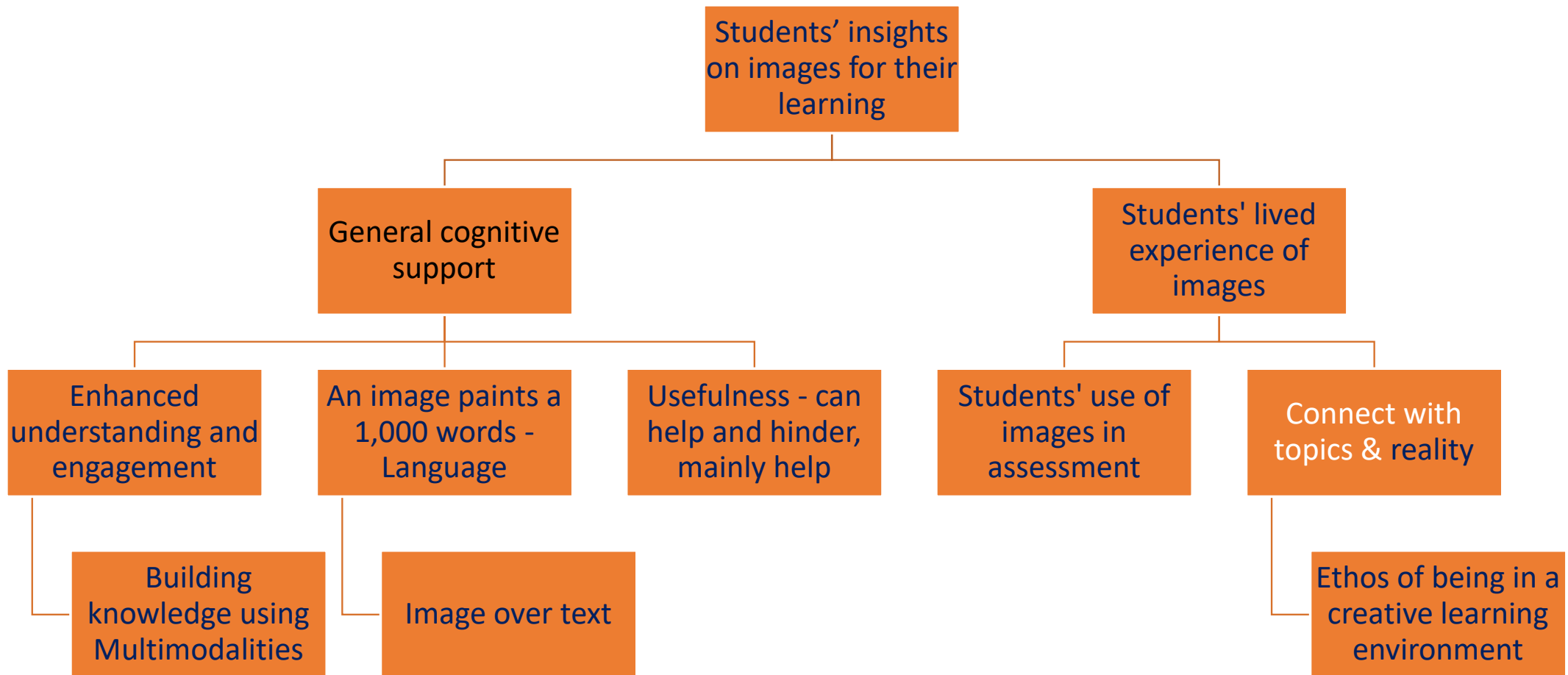
Links to engagement, learning and the usage of images in classes.



So why use images to teach?



Findings from student surveys



What the students said:...

“Visual images tend to help with memorizing”

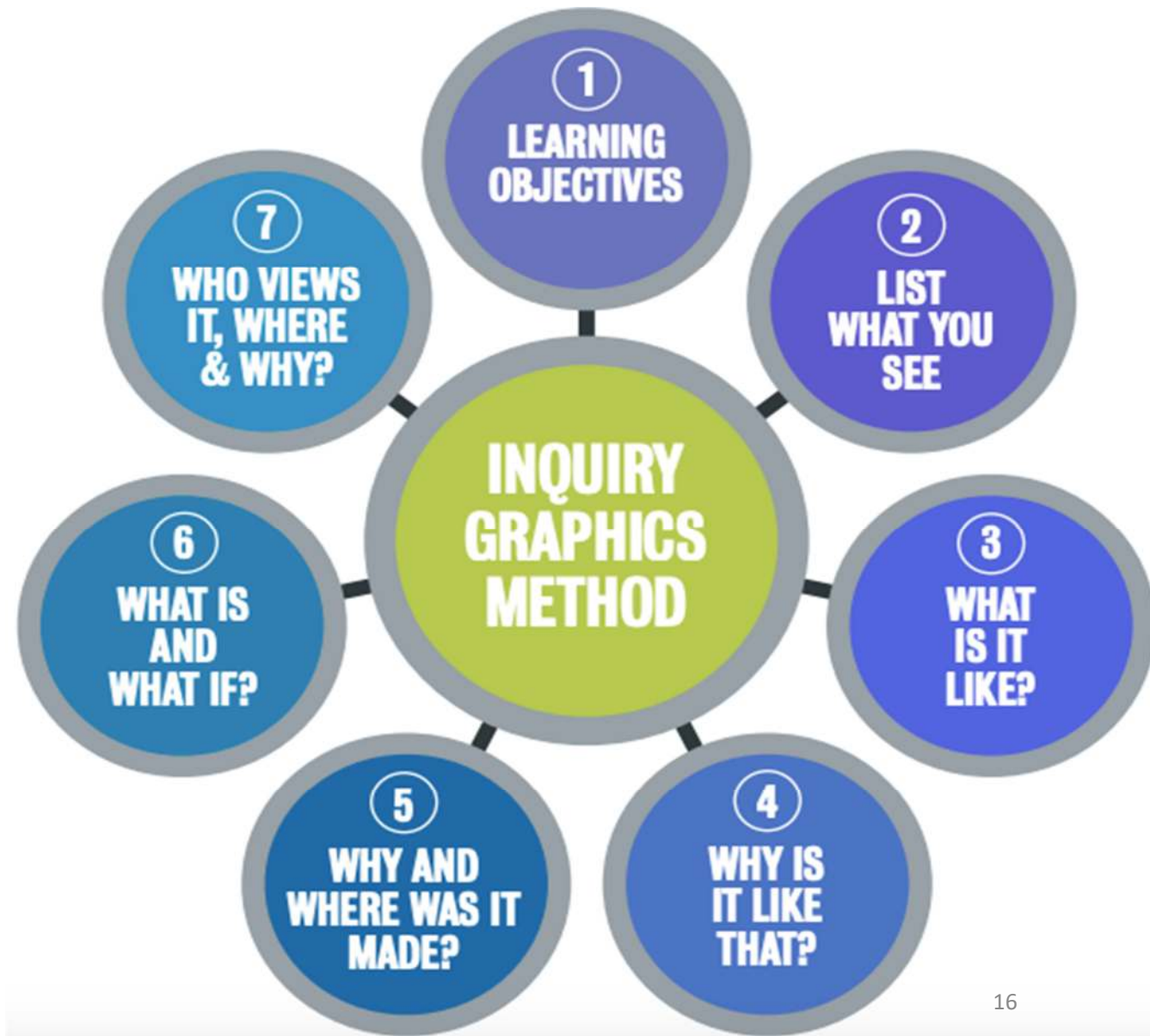
“It is nice to see images because the slides look more organised and not as ‘scary’ compared to when only text is used”.

“I know that when I see a PowerPoint just full of text and no images, I automatically zone out”.

“They condense text & help stimulate your imagination”

How can I use images in PT more effectively?

Inquiry Graphic Method
(Lackovic, 2019).



Concepts: Conformity and Obedience

What is your understanding of obedience?

being told by someone who could have more authority than you

doing what you are told to do

Changing your behavior based on how you're ordered

following strict rules, usually by

Find definitions of each

Conformity is a type of social influence involving a change in belief or behavior in order to fit in with a group. This change is in response to real (involving the physical presence of others) or imagined (involving the pressure of social norms / expectations) group pressure.

Obedience is a form of social influence that involves performing an action under the orders of an

stead,
tering your
figure of
to.

Find an image representing conformity



Find an image representing obedience



Scot's K9 Obedience Training | Dog Train...
Scot's K9 Obedience Training provides d...
k9obediencetraining



A Padlet Moment



Summary. How can we use images in our classes?

Padlets, Miro, etc.

Free images, i.e. unsplash.com

Be aware of copyright issues

Your own images

Don't overuse exercises

To many images will lose the impact

Appropriateness

Awareness that an image can 'trigger' something for a student – warnings

Get students to find or make their own images

Have fun.



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Thank you – any questions?

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Roberts, D. (2018). The engagement agenda, multimedia learning and the use of images in higher education lecturing: or, how to end death by PowerPoint. *Journal of Further and Higher Education*, 42(7), 969-985.

Tufte, E. (2003). PowerPoint is evil. *Wired Magazine*, September. Retrieved from <https://www.wired.com/2003/09/ppt2/>

Images from www.unsplash.com and Microsoft Word

More references on request.