



INTEGRATE VISUAL LEARNING

STEPS

(1) Review lecture outlines

(2) Highlight main points

- Identify important **figures**
- Identify relevant **places** (maps)
- Identify other elements such as **art** (e.g. paintings, sculptures) **writing** (e.g. scripts), **currency** (e.g. coins, trade) etc.

(3) Acquire art “database”

- Art history books
- Online graphic databases (e.g. **AP Images**, **ARTstor**, etc.) accessible through University library system
- Atlases

(4) Search databases for **relevant** images

(5) Select images that will **enhance** learning environment

(6) **Present** findings to students (e.g. PowerPoint)

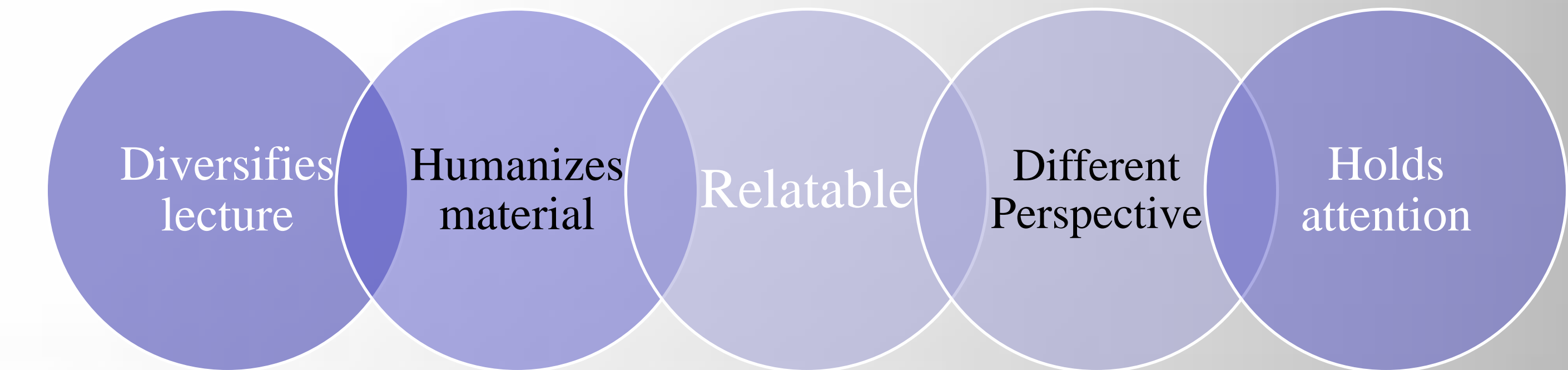
PURPOSE OF PROJECT

The courses, “Modern India” and “India: Empire and Religion”, cover from 2500 BC to the present and cover South Asia including: India, Pakistan, Bangladesh, Sri Lanka, Tibet, Nepal, Bhutan, the Maldives and Afghanistan.

With this large geographical landmass in mind, the purpose of the research project: “Visualizing India,” was to integrate visual material to lecture-based courses in order to bring South Asia to life, **giving students the opportunity to learn in a more diverse way.**



BENEFITS OF VISUAL LEARNING



“There is a developing realization that through exploring the **visual culture** of peoples of the past provides a **unique perspective** on societies as they were seen through the lens of illustrators, publishers and propagandists. Pictorial sources can **reveal ideas** that may not be stated explicitly in text, or ideas that may not be nuanced with the same inferences as in text” (3).

“Through the use of workable, targeted strategies to interpret pictorial sources, students can learn to treasure-hunt for the clues that will lead to a successful ‘pictorial turn’ in the scholarship of history study” (25).

Ormond, Barbara. “Pedagogy and Pictorial Evidence: Interpreting Post-Reformation English Prints in Context.” *The Curriculum Journal*. London 2011, p3-27.

EXAMPLE: LECTURE OUTLINE + IMAGE

Mahatma Gandhi’s Salt March of 1930:

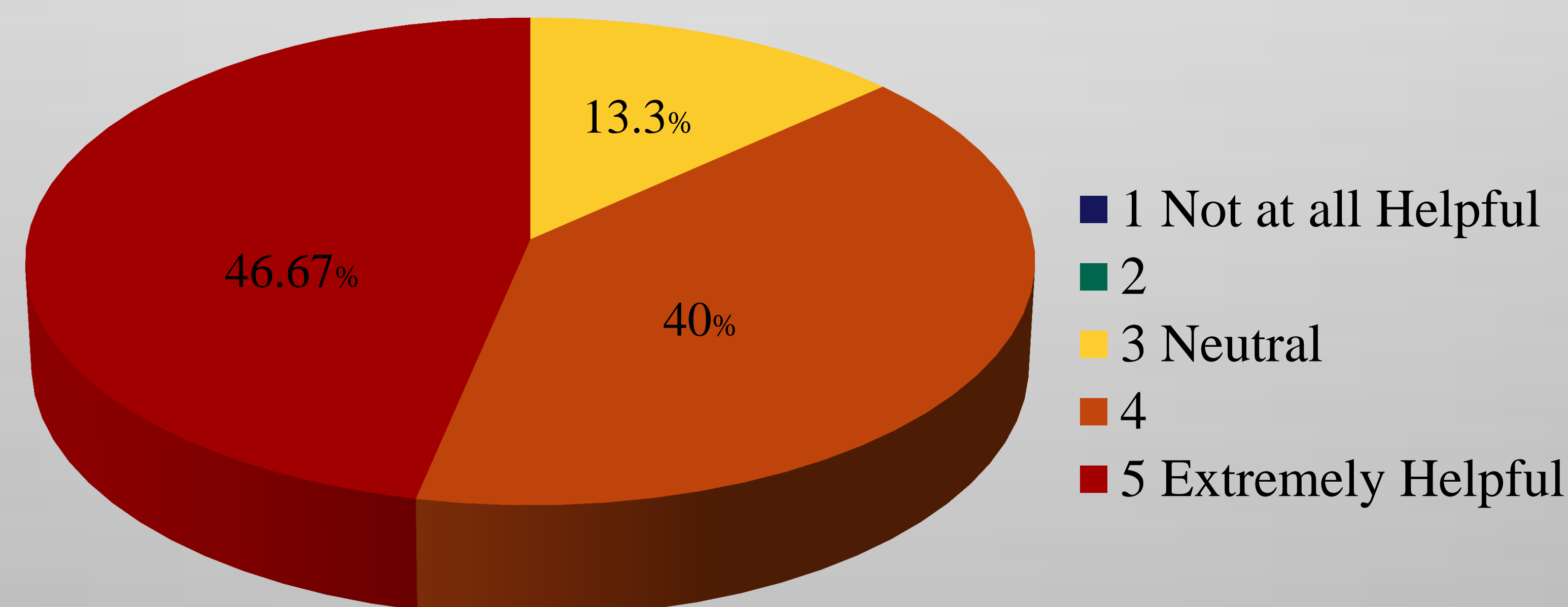
- 240 miles to the sea.
- Covered by newsreels.
- 80,000 people participate nation-wide.
- Gandhi eventually jailed.
- 5 days later the march on the Dharasana Salt Works.
- Wins international attention.



Mahatma Gandhi...leading his crusaders at the start of a march in the hope of changing salt laws during his civil disobedience campaign on March 27, 1930. The start of the march was very impressive, thousands upon thousands being on hand to see Gandhi and his followers moving off. (AP Photo)

STUDENT FEEDBACK

Effectiveness of Images in the Classroom



“Placing an image to a concept is incredibly **valuable**. Simple diagrams, maps, [and] images...without cheesy transitions, music or animations **contribute** to my learning experience.”

-Anonymous Student

“I am a visual learner, so having visual guides to supplement the lecture helps to **solidify** the information I receive.”

-Anonymous Student



“VISUALIZING INDIA” IN A HISTORICAL SETTING

By researching pictorial **pedagogy**, scouring **image databases**, and researching other major leading universities in the United States, our research has brought images, maps, and movie clips to lectures for two courses and 96 lectures potentially benefiting approx. 600 students in the next decade alone.

REFERENCES

ARTstor (<http://www.artstor.org/index.shtml>); AP Images (<http://apimages.ap.org/fronts/default.aspx?sh=14>); Schwartzberg’s “A Historical Atlas of South Asia” (<http://dsal.uchicago.edu/reference/schwartzberg/>); YouTube (<http://www.youtube.com/>); Huntington’s “The Art of Ancient India”: “Leaves from the Bodhi Tree: The Art of Pala India and Its International Legacy”; University of Wisconsin (<http://www.wisc.edu/>); University of Texas at Austin (<http://www.utexas.edu/>); “An Atlas and Survey of South Asian History”