



Using Visuals to promote learning.

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Session Aims

- The issue?
- What are visuals?
- How can visuals help?



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The issue the world faces...



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The new reality?



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**Access to
information is
now too easy...**



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Our students brains?

**How do we make the
information clear?**

**How do we make
Geography stand out?**



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Our students are suffering from massive cognitive overload.



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The results from the year 7 assessment, show that the pupils performed roughly at the same level as pupils who took the same assessment in November of year 5...

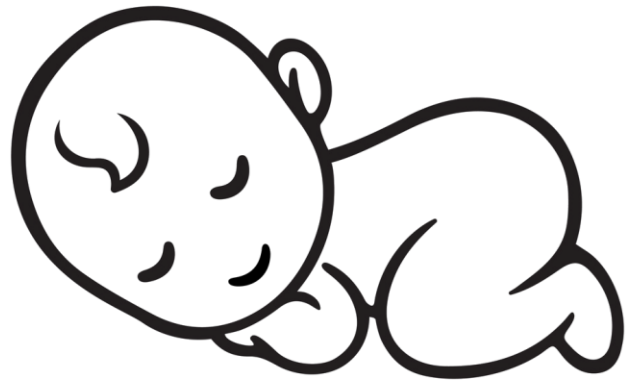
...In other words, the year 7 pupils writing was judged by the teachers to be at the same level as that produced by pupils 22 months younger.

Christodoulou, D (2020) Writing attainment in year 7, September 2020.



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Do we teach young children like this?

How do we teach new things to younger children?

How can we as secondary teachers learn from this?



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You were a **very**
hungry caterpillar,
Emily, and you **soon** grew
bigger and **bigger**.



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We need to refocus on using visuals...



Visual-

Adjective

Relating to seeing or sight.

Any resource or object which can challenge or assist a student's thinking and ability to make links between topics or subject areas.



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Purpose of using visuals:

- Promotes independent learning
- Challenges perceptions
- Encourage collaborative learning
- Prompt the development of questions

Re-engage students in learning.



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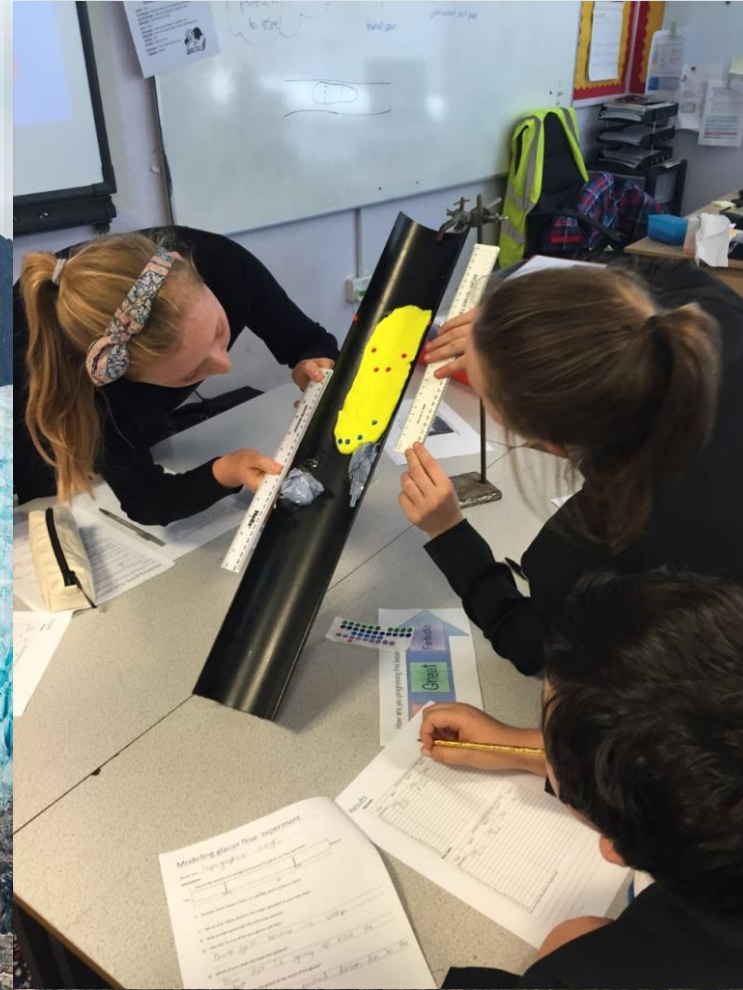
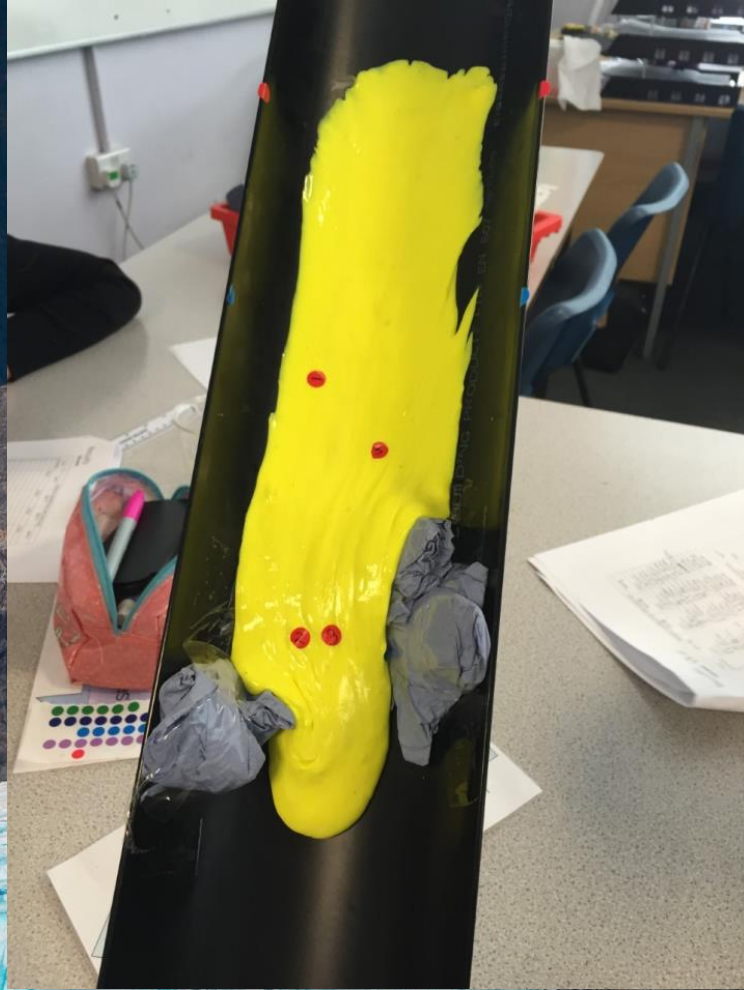




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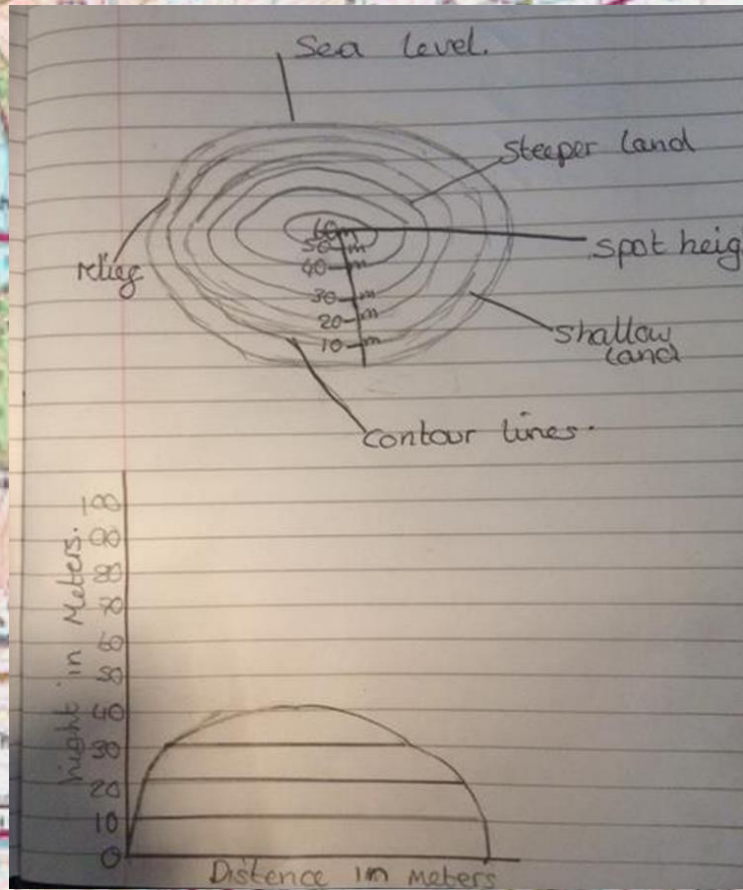
Challenge Perceptions



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Provide context...





Choose
powerful images

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Encourage
connected
learning...





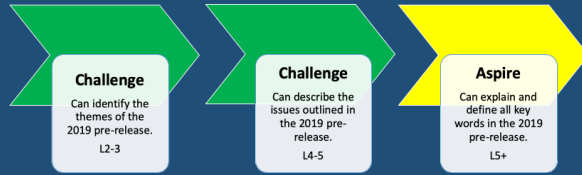
Use technology differently



Instagram fieldwork-

Go onto Instagram and type into the search bar- #Peru

How is Peru Marketing itself as a tourist destination?
Explain how the government could use this to help reduce the development gap?
Assess what issues using Instagram to collect data might cause.



Being mindful of slide design...



Types of plate boundary

Summarise the types of plate boundary.

Destructive plate boundary

A destructive plate boundary is sometimes called a **convergent** or **tensional** plate margin. This occurs when oceanic and continental plates move together. The oceanic plate is forced under the lighter continental plate. Friction causes melting of the oceanic plate and may trigger earthquakes. Magma rises up through cracks and erupts onto the surface.

An example of a destructive plate boundary is where the Nazca plate is forced under the South American Plate

Constructive plate boundary

A constructive plate boundary, sometimes called a **divergent plate margin**, occurs when plates move apart. Volcanoes are formed as magma wells up to fill the gap, and eventually new crust is formed.

An example of a constructive plate boundary is the mid-Atlantic Ridge.

Conservative plate boundary

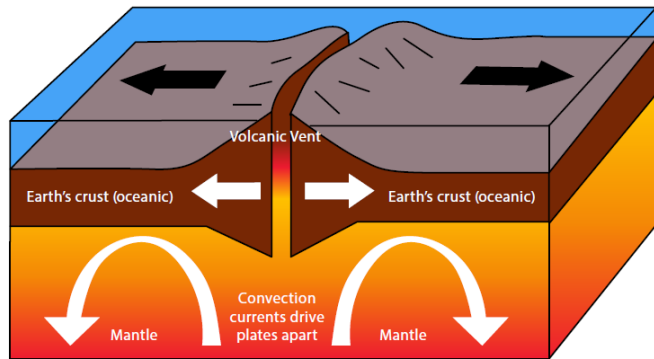
A conservative plate boundary, occurs where plates slide past each other in opposite directions. Friction is eventually overcome and the plates slip past in a sudden movement. This occurs at the San Andreas Fault in California.

LO. To investigate types of plate boundaries

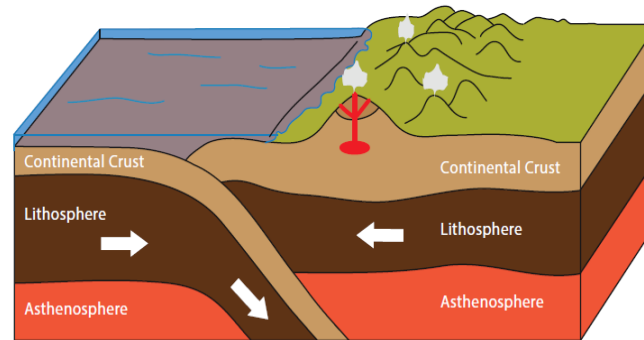


Summarise the types of plate boundary

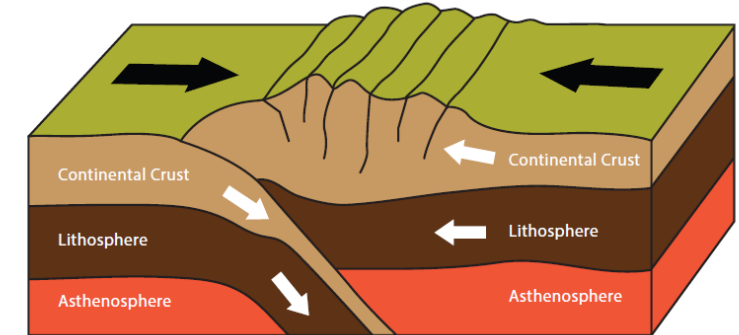
Constructive Plate Figure



Destructive Plate Figure



Collision Plate Figure



Aspire

Can determine what is happening at two plate boundaries.

Checklist for success.

- Describe what is happening.
- What direction are the plates moving?
- Give examples of each type of boundary.

Challenge Task- Assess which type of plate boundary will cause the biggest earthquakes.

Application in lessons

- Attention grabbers
- Everyday objects used imaginatively
- Power of practical activities
- Have fun; be different
- Emotive and thought provoking
- Simple and bold



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**As a profession,
we need to give
the world a
helping hand...**



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17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

**Let's use...
Covid-19- as an
opportunity to
reflect on how to
be effective.**

**Rosenshine's
Principles of
Instruction.
(2012)**



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Any Questions?

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