Visual Discovery®
An Instructional Strategy for Empowering and Engaging All Learners

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Why Visuals?

- Nearly 50% of all students can now be classified as *visual learners* (19% auditory)
- Too much instruction still involves listening
- We live in a visual culture
- Visuals stimulate critical thinking & analysis
- *Visual Discovery* incorporates the use of compelling images with high level questioning and active learning
Visual Discovery

Students...

View
Touch
Discover
Interpret
Bring concepts to life
Carry A. Nation

Source: http://www.ku.edu/kansas/medicine/carry.html

Carry A. Nation, temperance reformer, author, and lecturer, was born to George Moore, a prosperous plantation owner, and Mary Campbell on November 25, 1846, in Gerrard County, Kentucky. Not a strong child, she spent much of her time reading the Bible.

Carry loved and married a young physician, Dr. Charles Gloyd on November 21, 1867, in Belton, Missouri. Their only daughter, Charlien, was "afflicted: and Carry believed the illness was due to Gloyd's drinking. Carry left Gloyd because of his drinking and failure to make a living. He died six months later...
1. Introduce concept with spiraling questions
2. Challenge students to learn about the concept.
3. Have students show what they know about the concept.
Steps

1. Arrange the classroom so projected images will be large and clear.

2. Select a powerful image(s) that represent the key concept(s) of the lesson.

3. Ask carefully sequenced questions, that spiral from concrete to abstract, to lead to discovery.

4. Challenge students to learn about the image and apply what they learn.

5. Have students interact with the image to demonstrate what they have learned.
Spiraling Questions

Hypothetical/Analytical
Making hypotheses and analyzing from evidence

Interpretive
Interpreting evidence

Literal
Gathering evidence
Act-it-Out

- Ask students to step into the image and bring it to life
- Allows students to use visual, body-kinesthetic, linguistic, intra and interpersonal intelligences
- Scripted (beginning of year)
- Role Cards (a little later in year)
- Talking Statues
- Group Presentation (later in year)
- Impromptu (later in year)
Spiraling Questions for Carry Nation Photograph

a. What do you see in this image? (Knowledge/Literal)
b. What is she wearing? How would you describe her attire?
c. When do you think this picture might have been taken?
d. What is she carrying here (point to hatchet)? What is this (point to book)?
e. How would you describe the expression on her face? Why do you think she might be unhappy?
f. Any idea what kind of book this might be?

g. Why might she have both a hatchet and a book (Bible)? Why might she have feelings of anger that might cause her to use the hatchet? (Tell the students that she was a famous person who did some extraordinary things for a cause that she believed strongly in). (Interpretive)
h. What do we call people who feel strongly enough about something that they do extraordinary things to draw attention to their cause?
i. Thinking about the time period, were there any issues that a person like this might be moved to act on in an extraordinary way?
j. Does anyone know who this person is and what she might have done?

k. What effect do you suppose this photograph might have had on the people who saw it? (Analytical/Hypothetical)
l. Why do you think Carry Nation was so successful in her efforts to raise awareness of her mission to prohibit the sale of alcohol?
m. Can you think of a current example of a person of similar status in society who has a cause that they feel this strongly about (Cindy Sheehan)? How about historical examples?

n. What are the potential motivations of using such methods to present issues? Why do you think these kinds of protests can be successful?