



Arusha Education NEWS

LEARNING THROUGH
PICTURES



4 August 2010

Volume I : Issue I



A Summer of Learning Through Pictures

By Katie Hyde

For the past three years, a team from Duke University has worked with teachers and students in Arusha to develop a program called Learning Through Pictures or LTP. LTP is a teaching tool that involves active learning and critical thinking. In LTP lessons students study pictures and make their own pictures (through drawing or photography) to better understand concepts taught in Science, Language, Social Studies, Life Skills or Vocational Skills classes.

Working with Pelle Shaibu, the Arusha LTP coordinator, the Duke University team provides two kinds of training for Arusha teachers. First, we offer teacher workshops that cover basic LTP ideas. During hands-workshop activities, teachers learn how to read a photograph, how to take pictures that illustrate concepts in the Tanzanian syllabus, and how to



on

Contents

Spotlight on Patandi Teachers College Workshop

Teachers' workshop integrates
LTP methodology in to Special

2

Learning Through Pictures in Action

Reflections from students and
teachers at Ngarenaro
Secondary School after using
LTP for the first time

5

Continued on page 4

1



Patandi Workshop

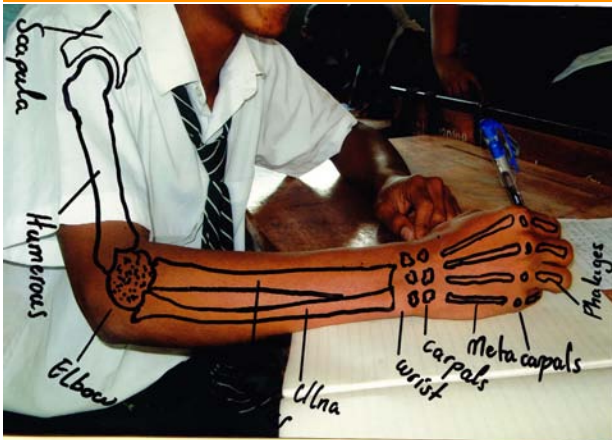
By Cameron Setzer

Integrating LTP Methodology with Special Education at Patandi Teachers College

On June 19th, teachers from Patandi Teachers College and Duke University collaborated for an LTP workshop. Twenty teachers in total spent the day not only learning the processes of LTP, but also putting them into practice through participatory exercises. Unique to this workshop was the fact that nearly all of the teachers involved specialize in special needs education. Teachers for the deaf, blind, and mentally disabled all must cater to specific need children, yet all were able to successfully adapt and integrate LTP into their lesson plans through this workshop. Teachers for the blind learned how to make vocabulary lists that incorporate brail, as well as how to make simple and clear photographs that could be easily understood by visually impaired students. Teachers for the deaf created visual diagrams that can be used to instruct their students on



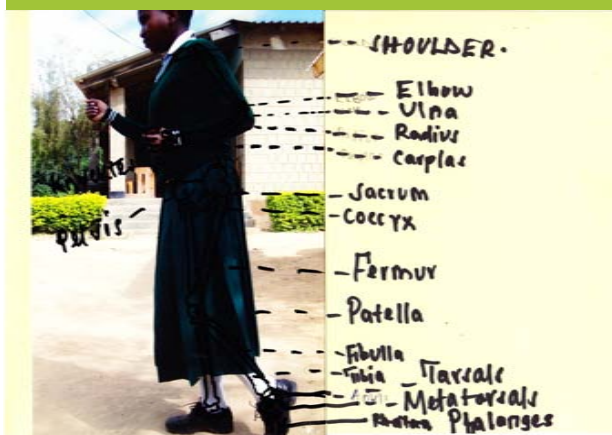
the science of hearing. And lastly, teachers for the mentally disabled spent the day creating straightforward pictures of vocabulary words and concepts. At the conclusion of the workshop, teachers left not only with a new knowledge of LTP, but also with new exercises specifically catered to special needs students.



Joints

- 1 Shoulder - It has the ball and socket.
- 2 Elbow - It has the hinge joint.
- 3 Wrist - It has the sliding joint.
- 4 The first knuckle - It has the ball and socket sliding.
- 5 The second knuckle - It has the hinge joint.

DNA STRUCTURE



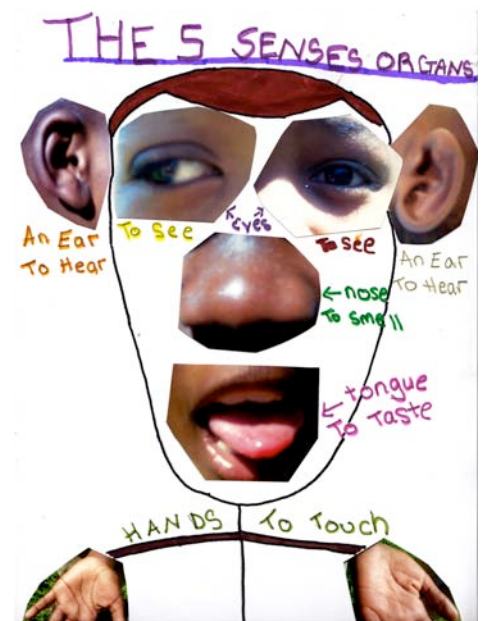
Education, Photography, and Science

Learning in Harmony

By Aadya Deshpande

What most find unlikely, LTP lessons in science classes are needed everywhere. Science, a study of the real world we live in, is highly dependent on visuals, demonstrations and observations. This is where LTP comes in, allowing students to interact with science topics to understand them more easily. For example, in a Biology class at Arusha Day Secondary School, students created visual aids to understand skeletal movement. This student-centered LTP project involved the students looking at their own bodies and seeing how each different part of the body moves. For example, to study joints, the students determined the different directions each joint moves in and then, using that information, identified the joint type. After that, students made photographs illustrating the way each joint is used

in an everyday activity. They then drew on the photographs to label different bones. Using their collection of pictures, students drew and labeled an entire skeleton. In studying their own bodies and movement, the class covered a complete chapter of bones, skeletal movement and joints, while having fun at the same time.



Continued from page 1

create visual aids. Second, the Duke University team provides assistance to teachers as they use LTP lessons in their classrooms. Throughout the year, Shaibu oversees the LTP program and the LTP Resource Center, which lends photography equipment to participating schools and teachers.

During the June and July 2010 program, over 200 teachers from Arusha City's primary and secondary schools, as well as tutors from Patandi and Manduli Teachers Colleges attended LTP workshops. Hundreds of Arusha schoolchildren have participated in classroom LTP activities to study such topics as ecosystems and environmental adaptation, Swahili proverbs and literature, English vocabulary and verb tenses, HIV transmission and prevention, and economic activities.

The 2010 program will close with an LTP exhibition featuring photographs and writings by Arusha students and teachers. The exhibition celebrates this year's successful collaboration, while providing students the chance to share their knowledge and vision with fellow students, teachers, parents and the general public.

A Note from Arusha's Audiovisual Education Officer

The Program of Learning Through Pictures (LTP) is good because it is a participatory method—because, it is more interactive in that both teachers and pupils or students of



Secondary and Primary Schools take part in discovering new ideas.

The program makes our pupils express themselves through the self-portrait and other exercises. It

also enables pupils and teachers to focus more practical work than the theories which are familiar to many of us. This program is a new concept but is a very useful method. Therefore I advise all teachers to implement this method in their schools.

--Mr. Godfrey S. Augustino



Basic Guide to LTP

Learning Through Pictures (LTP) is a method of teaching that can be applied to any curriculum. Using pictures, either drawn or photographed, LTP engages students in their own learning. Encouraging participation, LTP fosters a broader and deeper understanding of curriculum.

1 Reading Photographs

First, have students list at least 10 things they see in a photograph. Then have the students use these details to write a creative story about the picture. Try beginning the story with "Once upon a time..."

2 Technical Training and Taking a Picture

Teach students how to use a camera. Then let the students each take 3 or 4 pictures to illustrate their stories. Be sure to give students control to set up the photo how they want to.

3 Printing, Visual Aids, and Presenting

Have students assemble their pictures in sequence. Students can write their stories on the same page as the photos. Then, have each student present his or her finished project to the class.

Learning Through Pictures in Action

Raphael's First LTP Project

Raphael Swai is a Geography teacher at Ngarenaro Secondary School in Arusha.

Interviewer: How have you used LTP in your classroom?

Raphael: We did a project with forests. We assigned [students] cameras and they took pictures of different trees. We then described them and categorized the species of the trees.

I: Do you think the children had fun doing the projects? And do you think it will help them remember the material better?

R: Yes, they had fun. And yes, this is a very special project because you bring the children to really think. Instead of studying theoretically it is more practical so it allows them to remember better. They can participate in their learning.

I: Do you think you will use LTP to teach in other classes in different subjects?

R: Yes, I will. Myself, I am going to prepare another lesson for the future.

I: What other subjects can LTP be applied in?

R: Many. Civics for example, or environment conservation and economic activities.

I: What do you think about visual learning?

R: Visual learning is very effective and very good. Some classes in Tanzania are very large ... it is very hard to manage them so these kinds of visuals, these kinds of learning materials...[are] very good.

I: Do you think you will use LTP more?

R: Yes, I am going to use it more because of the outcome we experienced last time.



Student's Perspective

Richard Costa and Julieth Stephano are Form II-E students at Ngarenaro Secondary School

Interviewer: How was LTP different from a normal class?

Julieth: It was different because through learning through pictures you are able to learn a lot of things. So through learning through pictures it has encouraged me a lot and gave me a lot of experience.

I: Do you think you will remember more using those pictures than in normal classroom? How is it different than just writing on a chalkboard?

Julieth: I think that method [chalkboard] is not that good because they [teachers] just make speeches. The taking of pictures was so awesome. It gives you more experience.

Richard: ...it is practical. How we studied trees, you go to the tree instead of only seeing on the blackboard so I think it helped us much.

I: Did you guys have fun?

Richard and Julieth: Yes.

Julieth: It was awesome, myself I like it.

I: Do you think your classmates enjoyed LTP?

Richard and Julieth: Yes. They enjoy it a lot.

I: You have a very large class. Do you think LTP works with very large numbers?

Richard: Yes. All of them are participating.

Julieth: They were even able to use the camera to take photos and they enjoyed it a lot.

I: So class size is not a problem?

Richard and Julieth: No, it is not a problem.

I have been honored and privileged to be the first Education Officer to witness the launching and execution of Learning Through Pictures Program (LTP) in Tanzanian schools. First of all, I would like to thank the founders of this program madam Wendy and her friends from Durham in United States of America for their decision to make Arusha City the pilot area for launching LTP in Tanzania.

LTP program is crucial for stimulating teaching and learning processes in schools. The program is more relevant for lower levels of education (primary and secondary schools) where foundation for critical thinking and creativity are necessary cornerstones for future studies at higher levels of education. This program is vital for curriculum developers and psychologists who have been trying to find the best participatory approach in teaching and learning processes. Under this program, students choose or create images of interest and interpret them using their own words. Teachers' responsibility is to guide the students on how to create and choose suitable images according to the syllabus as well as proper arrangement of the texts. In so doing, students will participate fully in the learning process.

Since LTP program involves active participation of students in learning, it is obvious that multiple skills will be developed on their side. Firstly, the program encourages curiosity whereby students will be required to choose fascinating pictures to capture. As we know that capturing pictures involves the use of cameras, drawing them or scheming through newspapers, then the student will find it thrilling and therefore eager to attend the classes. Furthermore, the students will be able to develop photographing, drawing and scheming skills. Also, the process of interpreting the pictures into words will encourage the development of creative writing skills and higher conceptual capabilities.

It is due to the benefits mentioned above that I call upon all teachers and students to adapt this program and use it for everyday teaching and learning processes. I believe that with effective utilization of this program teachers and students level of competence in academic mastery will excel.

--Mr. Omari M. Mkombole



Arusha
Education
NEWS



City Hall

P.O. Box 3013

Boma Road
Arusha, Tanzania

Tell: +2552508073/ 2503494

Website: www.arushacity.go.tz

