departments and age groups, as well as language teachers, who successfully performed and achieved their aims, evaluated the results, and presented setbacks and possible solutions for teaching language to foreign learners. Finally, it encouraged the use of drama for transformative and emancipatory learning.

To read more, visit-
https://core.ac.uk/download/pdf/153446826.pdf

Medicine

Nordstrom et al (2011) discussed how Marathon Death is an exercise conducted during the fourth year of medical school in northern Sweden to prepare students for this responsibility. The exercise is designed to enable students to gain insight into the emotional and formal procedure of delivering death notifications. The exercise is inspired by Augusto Boal's work around Forum Theatre and is analyzed using video playback. The aim of the study was to explore reflections, attitudes, and ideas toward training in delivering death notifications among medical students who participate in the Marathon Death exercise based on forum play. 85 4th year medical students Umeå University, Sweden. The current study offered intriguing preliminary findings concerning a new valuable exercise in death notification training. Marathon Death is an effective method of encouraging self-reflection concerning the process of doctoring and the doctor-patient relationship in the process of death notification. Marathon Death appears to be a valid exercise for students in reducing the anxiety and stress inherent to death notification.

To read more, visit-
https://link.springer.com/article/10.1186/1472-6920-11-74

Architecture

Kilicaslan (2017) aimed to determine the effect of using creative drama as a teaching method on architecture students' attitudes towards creative drama methods in the architectural education process containing theoretical and applied lessons. Applications were conducted in the lessons "Environmental Behavioral Knowledge" and "Basic Design" in the Department of Architecture, Faculty of Architecture, Karadeniz Technical University. In the study, a semi-structured focus group interview form was used as a data collection tool. The student opinions obtained here were analysed through the content analysis method. The results indicate that creative drama was responded positively by the students. It was also under consideration that the creative drama method, which enables the learning process to be turned into an attractive, participative, interactive, and educational environment, can be mainstreamed in architectural education

To read more, visit-
https://shorturl.at/Ei6jT

Law

Phogat and Tiwari (2021) proposed using drama, an important form of literature, as an educational tool for law students. The other forms, prose and poetry also have their own significance, but drama, an amalgamation of both, is proposed by considering various aspects discussed in detail in the current study. The non-verbal principles of communication-kinesics, oculesics, haptics, proxemics, and so on

students. Drama can be an effective tool to teach these principles to law students, not only theoretically but practically. The attention towards paralinguistics can easily be drawn through the dialogue delivery of the characters. The principles of semiotics and pragmatics can be discussed while discussing the motifs and symbols used in the play. The themes of the prescribed play can be taught using literary theories. The study proposed to teach all these important aspects of language through this important form of literature. Not only limited to literature and non-verbal principles, but the dialogues of the play would be helpful in teaching punctuation, an extremely important element lawyers need to have a command of. Two plays chosen for the study were "Silence! the court is in session" by Vijay Tendulkar, and "Court Martial" by Deepak Swadesh. The chosen plays are from an Indian setting so that the students as well as the common masses can connect easily with the settings, themes, dialogues, and so on. The study proposed drama as an educational tool inside the classroom for students and then encouraged students to take it beyond the classroom boundaries, using it as a tool for creating awareness. Since both plays have courtroom settings, they can also be used for mooting, a skill that every lawyer needs in their profession.

To read more, visit-
https://lrcdrs.bennett.edu.in/handle/123456789/517

Teacher Training

Adedina and Olubunmi (2015)focused on re-introducing Drama in Education

(DIE) and ensuring its effective implementation in select schools. Subsequently, training sessions were organized to rekindle latent talents and creativity in teachers participating in the study by encouraging them to adopt DIE as a viable tool during teaching and learning sessions. It was also expected that there would be a considerable impact of this methodology on the academic performance of learners. The authors believe that drama is helpful in equipping teachers with strategies that will boost their teaching and make them innovative.

To read more, visit-
https://www.journals.lcu.edu.ng/index.php/JCDBS/article/download/715/516

Engineering

Birch and Lennerfors (2020) presented a new, simple, and fun way of incorporating drama into engineering ethics education, with students producing, performing, and watching drama. The method differs from more established drama-based pedagogies in engineering ethics education, such as role-plays. They argued that this method can contribute to learning by stimulating moral imagination, empathy, and sympathy, which balances the otherwise cognitive focus in engineering ethics courses. The component had been tested in practice three times in 2019-2020 in the Engineering Ethics course at Uppsala University. Student feedback was used to illustrate how the method was perceived by students. Many students actually thought that this was fun. The authors discuss that teachers should thus be creative in not only finding ways to reach the desired learning

goals but also in finding serious fun ways to do so. A major motivator for developing this drama session was the belief that it would be much more fun and that the students would learn more than they would by discussing critical incidents from the interview study. Future directions for this study include exploring other fields that use drama pedagogically, as well as gaining a deeper understanding of students' perspectives on drama-based ethics pedagogy.

To read more, visit-
https://ieeexplore.ieee.org/abstract/document/9274160/

Military Education

Firing et al (2017) discussed how officers face unpredictable, complex, dynamic, and stressful situations, something that has given birth to dynamic exercises in military education. From a theoretical perspective, they elaborated on such concepts as "Theatre of War", "Military Education and Exercises", "Education Through Theatre" and "Theatre as Play". The study, conducted at the Royal Norwegian Air Force Academy, explored a theatre-based exercise in which the cadets participated together with actors, directors, and coaches. The objective of this study was to explore how theatre-based exercises may bridge the gap between the real Theatre of War and exercises that can help participants develop experiences and their learning. Based on this exercise, the researchers developed narratives and four thematic categories: (1) social comparison, (2) emotions in action, (3) between play and reality and (4) identity in situation. The practical implication of this study is

that the cadets developed an openness to experience that is made possible through experience itself.

To read more, visit-
https://link.springer.com/chapter/10.1007/978-3-319-63808-9_3

Design Education

Aytac-Dural (2007) aimed to discuss the potential of drama for introducing the fundamental concepts and principles of design and presented a case study involving students of interior architecture and environmental design. To enhance creativity in design education, drama was proposed as a fertile approach, particularly for beginners undergoing a process of transformation, as it can easily be associated with human experience. The presentation included visual documents, one of which was a film screening showcasing the students' final products and their immediate responses to this endeavour.

To read more, visit-
https://shorturl.at/dgaxE

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DRAMA AS A PEDAGOGICAL TOOL

Definition and Forms

Education is a vital tool for self-development. In order to produce are sponsible and well-rounded individual, there is a need to expose learners to various experiences at different stages of learning. Creating an enabling environment for learning is therefore essential. There are various tools for creating this enabling environment and drama in education has been identified as one. Studies have shown that drama in education helps in the personal development of children. Researchers have reported that drama in education intervention programs can lead to improvements in children's risk-taking and vocabulary, and that, if the intervention is of significant duration, children's self-concept can also be enhanced. There are some observations, research and studies, which support the above assertion that drama engages and excites learners in a

way that few other subjects do. Ulas (2008) admits that drama activities are useful in motivating students, holding their attention and stimulating their creativity. Basin stoke(1971) sees drama in education as one fundamental means of personal or group expression- the identification of oneself with character within and instructively impelling that inward vocal expression. This definition implies the active participation of students in the teaching and learning process. The outcome is that learners will be able to develop their intellect

Benefits of Using Drama in the Classroom
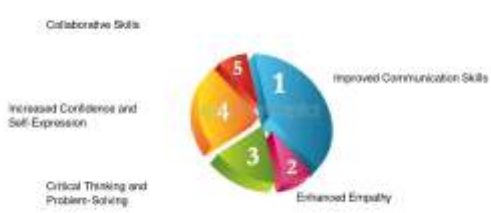
and ability to learn more and confront challenges through the acquisition of problem-solving skills.

Drama provides children with an opportunity to work together cooperatively in a shared life. It gives children the chance to express themselves more effectively in everyday situations. Moreover, drama encourages children to learn how to influence others and how to put them selves in other people's shoes. This activity is thought to have educational value.

Forms of Drama

Dramatic forms are inclusive of all other education a land art forms. That is, dramatic activity can employ language, music, dance, and movement. There are two main categories of dramatic forms: play and improvisation.

1. Play is unplanned. it is the prerogative of children and it differs from work. Through play, children learn to get on with others and to find out how they stand in relation to others. Infact, children's play is purposive and requires considerable effort. It is the on lyand the natural vehicle through which they learn about themselves and the world. Drama is similar to play in that it is useful in developing play so that children can extend them selves creatively and constructively. With drama and play children ought to be able to express and communicate their feelings and understandings in their own ways. However, their response is not only personalised in drama, it is social.

2. Improvisation is a form of dramatic play which has a regular shape. It is known to be a form of representation and is acknowledged

by the actors to be dearly separated from life. In education, this form can be called child drama or creative drama or similar terms can be used. Dramatic improvisation followed by reflection gives children practice in reasoning and acknowledging Furthermore, it may help children to find drama very attractive because they can respond in a natural way during their play activities. it also provides emotional content to their socialization. According to Courtney, play and improvisation symbolize the real-life situations which children experience. They understand the essence of human experience with in focused meaning and collaboration in which ideas are mutually explored.

Brief History of Drama as a Pedagogical Tool

Drama, as a tool in education, has been around almost as long as the desire to formally educate others. Early philosophers and educational theorists Plato and Aristotle both had thoughts on the effectiveness of drama as an educational tool. Plato felt that drama (or imitation) was so effective that children should only be allowed to mimic those of sound characters and appropriate role models. Aristotle believed that people could gain pleasure from engaging with objects they may not have seen in their original form through observing portraits or imitations and that through engaging with these imitations people could learn more about the objects. He also believed in learning through "habit" which he explains as learning through doing a thing. Aristotle discussed the

idea that anything that does not come to us by nature (eg., being able to see, hear, etc.) - that we need to learn to do - we learn by doing them. He goes on to say that because we learn through doing, and our practised behaviour forms our abilities, attitudes and virtues, it is of utmost importance that we are mindful of what and how we practise. Leaping forward to the Twentieth century, Piaget (1896-1980) posited the theory of assimilation and accommodation as key elements in learning. He believed that children progressed through developmental stages, the first involving imitation of the behaviour of others. Piaget believed that this imitation was a child's way of beginning to understand the world around them and their attempts to assimilate and accommodate the behaviours of others in order to make sense of the world around them. This imitation would then allow children to explore and process information in order to better incorporate it into their existing knowledge and understanding of their world. This imaginative play potentially allows children to explore situations, changing actions and reactions as required until they have a better understanding of what has occurred and why. Similarly, Cook (1917) suggested that the make-believe element of acting leads to real understanding and thus to learning - "Natural education is by practice, by doing things, and not by instruction...". Cook proposes that since children get so involved in their games, becoming immersed and invested in their characters, this is a more effective way of helping them learn new ideas and skills than the more traditional "book-focused" learning encouraged in schools. Deliberate incorporation of imagination and "play-acting" -

mindfully practising behaviours and reactions to events and people - is also a key element of a drama-based education tool called Process Drama developed by Dorothy Heathcote (Heathcote, 2012; Wagner, 1976). In short, Process Drama encourages students to take on roles in order to act out and explore different perspectives related to certain situations in order to understand them or consider them from different points of view. In Process Drama, students take on roles of a fictional organisation working for a fictional "client". Interestingly, in attempting to look forward, many educators look back to John Dewey (1859-1952) and John Piaget (1896-1980) who both posited that rather than teaching students what is already known, we should be encouraging them to be creative and capable of discovery and life-long learning. Drama is one of those ways that can incorporate visual, kinesthetic, sound, and movement skills as children explore more abstract ideas.

To read more, visit-

Drama as a Pedagogical Tool in Education

Drama can be useful for learning in the curriculum. Therefore, education and drama are similar in that they are closely linked in the learning process and they deal with children. The new movement in education, which has introduced the concept of child-centred education, is combined with children's play. It is a fact that the

meaning of child-centred education is deemed closer to children's play rather than subject-centred education. Moreover, drama is seen as the "play way"to education. Both imagination and playare in he rent parts of effective education. Thus, drama is a vital part of education in schools.

Common Characteristics of Using Drama in Education:

There are plenty of properties of drama but the common characteristics of using drama in education are as follows:

• Imagination and Creativity: The concepts of imagination and creativity could be said to be essential ingredients in drama. These are usually focussed on understanding human behaviour in terms of how people feel and behave in certain situations.

• Play: Play is a profoundly important activity in the process of character development and one that they share with higher species, such as apes.

• The Social Aspect of Drama: Drama helps the in her entqualities of the person making the effort, partly by increasing the sensitivity involved in sharing with other people and partly by determining for him self the sort of world he wishes to live in.

• Creative Problem-Solving through Drama: Drama is a social activity since children work together on problem-solving through drama, they are working towards expressing their solutions. This can be communicated to others and the finished scene which is performed and which serves as a communicating link between them and others.

• Performance: Dramatic activities are not always performed in front of an audience. When they are, they are sometimes a result of children wanting to communicate their work to others.

To read more, visit-

Drama as a Pedagogical Tool in Elementary Education

Drama is the most significant model of learning and is a basic activity for learning. it is the way of helping children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. In drama, children draw on their knowledge and experience of the real world in order to create a make-believe world. Thus, drama is one of the few areas of the curriculum which is built on dreams and voices.

Hailat's study (2006) aimed to investigate the effect of using drama on fourth-grade students' achievement in social education as compared to the traditional class-teaching method. A random sample of 208 students was chosen from the Irbid Directorate of Education schools. The sample was then divided into two groups: the experimental group with 140 students, taught through drama and the control group with 68 students taught through traditional ways of instruction. The results revealed significant differences in achievement, between the two groups in favour of the experimental group.

To read more, visit-

Drama as a Pedagogical Tool in Secondary Education

Najami et al (2019) aimed to determine the effect of learning chemical reactions, more specifically- light and photosynthesis, with and without drama on 180 10th-grade (boys and girls) students' achievements in Israeli middle schools. Exams were prepared and distributed to the students before each topic was taught in the relevant class (pre-test). Then the topic was taught through drama and by means of conventional teaching, after which the exam was administered once again as a post-test. The findings showed that learning chemistry with drama contributes both to students' achievements and to their interest in studying chemistry, and it positively affects students' achievements in tenth grade.

To read more, visit-

Drama as a Pedagogical Tool in Higher Education

The importance of drama as a pedagogical tool in different fields of higher education is discussed below.

Business

Kalidas (2013) discussed how teaching and learning business modules have always been a challenge, especially with students who have low language proficiency. Although there have been a variety of active-learning methods employed to enhance students' understanding of the subject matter, traditionally, the key approach to teaching and learning business

modules has been lecture-based. These limited approaches have not substantially improved the students' understanding of the subject matter as these approaches have not significantly improved their language proficiency. Therefore, the study by Kalidas aimed to explore the use of drama as a teaching and learning tool not only to enhance students' language proficiency but to also improve students' learning and understanding of a business module. The study employed a qualitative method utilizing various data collection techniques, including the use of students' reflective writing, practice observations and students' assessment results. The findings showed that the use of drama for business context and content has helped enhance students' language proficiency and knowledge of the subject. 90 students at a private university in Klang Valley, Malaysia.

To read more, visit-

English Language

Guliyeva (2011) conducted a study to investigate the role of drama activities in education, especially in language teaching, within the Drama Club of the English Language and Literature Department of Qafqaz University. It was a case study of the use of drama in a language class, describing the course structure and classroom procedures. The study was carried out in the second semester of the 2008-2009 academic year during the rehearsals of the performance Pride and Prejudice. It included the personal experiences of a group of students from different

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THEATRE AS A TEACHING TOOL

THEATRE AS A TEACHING TOOL

Definition and Forms

Theatre pedagogy, also known as Theaterpädagogik, is an independent discipline that blends theatrical art with educational practice. Unlike traditional drama education, which primarily centres on performance and stagecraft, theatre pedagogy "integrates both art and education to develop language and strengthen social awareness" and aims "to educate people outside the realm of theatre" (Nicholson, 2011). It emphasises embodied learning—through gesture, movement, and voice—and encourages collective creation as a means to explore real-life issues and to cultivate self-awareness, empathy, and communication skills. In the context of medical education, for instance, Radha Ramaswamy (2020) highlights how theatre pedagogy "improves communication between faculty and students and between physicians and patients", fostering humanistic engagement.

The purpose and impact of theatre remain widely debated. As theatre scholar Andreas Kotte (2005) notes, "on close inspection, there are hardly any two people who have a similar perception of theatre. Theatre is used as a label". Audiences typically seek theatre that aligns with their preferences, whereas theatre educators are required to critically examine their own as well as others' concepts of theatre. This becomes especially significant within educational theatre, where differing perspectives often intersect. The collaborative nature of

pedagogical theatre reveals how the choices made in each project are deeply shaped by the beliefs and attitudes of all participants. As such, each theatre-based educational initiative communicates—either implicitly or explicitly—various worldviews, notions of human nature, and definitions of what theatre itself represents (Kotte, 2005; Jackson, 2013).

To read more, visit-
https://www.researchbank.ac.nz/server/api/core/bitstreams/e8e35b5f-5fda-41cb-b910-c135f9c1e26b/content

Perspectives on Theatre

The Practical Perspective: Theatre as Competence, Skill and Craft - This perspective arises from a practical concern: How does one make good theatre? What does this involve, and how may it be learned? In this view, theatre is not questioned; instead, it appears as a given, traditional technique, in the sense of the ancient Greek téchne, as a competence, skill or craft.

The Educational Theory Perspective: Theatre as Subjective Experience - The driving motive behind this view is educational theory's explanation of theatre acting as a non-interchangeable (and therefore irreplaceable!) area of aesthetic education. Here, the attention is focused on the relation between theatre as an aesthetic product and process on the one side, and a subject (to be educated) on the other.

The Cultural Studies Perspective: Theatre as Cultural Practice - This concept of theatre exists in the context of trends in theatre arts toward the dissolution of boundaries within current culture; it has been scarcely elaborated so far in German theatre pedagogy. From a cultural studies perspective, theatre educators can consider themselves not only as experts in the art of theatre and in educational processes; moreover, they are required to engage with cultural practices and images beyond the theatre, and with the underlying power relations and societal conditions that produce them.

To read more, visit-
https://shorturl.at/0YEyv

Brief History of Theatre as a Pedagogical Tool

The integration of theatre into education has deep historical roots. In early societies, storytelling, ritual, and performance were central to transmitting knowledge, values, and traditions (Courtney, 1989). In Ancient Greece, philosophers such as Plato and Aristotle recognised drama's educational potential. Aristotle, in particular, argued that tragedy could serve a cathartic function, allowing audiences to experience and reflect upon emotions like fear and pity, thereby promoting moral understanding (Aristotle, trans. 1961).

During the Middle Ages, the Church used morality and mystery plays to educate largely illiterate populations about biblical narratives and Christian values (Hornbrook, 1991). These public performances combined spiritual instruction with communal engagement.

The Renaissance period brought a revival of classical learning. Theatre was used in schools to teach rhetoric, language, and critical thinking, particularly through school drama in England and Commedia dell'arte in

Italy (Somers, 1994). Performances served both didactic and entertainment purposes, fostering creativity and public speaking skills.

In the 20th century, progressive educators like John Dewey emphasised experiential learning, arguing that education should be active, student-centred, and connected to real-life experiences (Dewey, 1938). This philosophical shift laid the foundation for Drama in Education (DiE) and later Theatre in Education (TiE), which emerged in Britain in the 1960s. The Belgrade Theatre's TiE company in Coventry (1965) is widely recognised as the first to use professional theatre to explore social issues in schools (Jackson, 1993).

Later developments saw the rise of theatre pedagogy (Theaterpädagogik) as an academic and practical field in countries like Germany. It merged educational goals with artistic exploration, focusing on embodied learning and collective creativity (Kotte, 2005). Meanwhile, Augusto Boal's Forum Theatre, part of his Theatre of the Oppressed approach, became a global method for empowering marginalised voices and facilitating dialogue in educational, medical, and community settings (Boal, 1979).

To read more, visit-
https://collective-encounters.org.uk/centre-for-excellence/participatory-theatre-timeline/1960s-theatre-in-education/

Theatre in Education

Theatre, when used as a pedagogical tool, fosters experiential learning, emotional engagement, and critical reflection across diverse educational settings. Unlike traditional didactic methods, theatre-based pedagogy emphasises embodiment, dialogue, and role-play, allowing students to explore complex concepts through action and interaction (O'Toole & Dunn, 2002). Techniques such as process drama, forum theatre, and improvisation help learners develop empathy, communication skills, and self-awareness (Boal, 1995; Nicholson, 2011). Research has shown that integrating drama into classroom teaching enhances students' motivation, creativity, and collaborative skills by transforming passive content consumption into active knowledge construction (Neelands, 2009). Moreover, drama-based methods have been effective in promoting inclusion, critical thinking, and cultural literacy, particularly when addressing sensitive social or ethical issues (Gallagher & Freeman, 2011). As theatre educator Juliana Saxton notes, "drama is not just about performance—it's about perceiving, imagining, and making meaning" (Saxton & Miller, 2012). Thus, theatre pedagogy enriches education by humanising learning and empowering students to engage cognitively and emotionally with their world.

To read more, visit-
https://www.heinemann.com/products/e00628.aspx

Theatre in Primary Education

Giotaki and Lenakakis (2016) investigated theatre pedagogy interventions in kindergartens during times of economic crisis. Their study found that such interventions "generate empathy in kindergartners for what is unusual, different, or seemingly distant", demonstrating the power of embodied performance in early childhood education. Research on

school theatre in the context of personality development further shows that its core pedagogical principles — eventfulness, improvisation, personal creative activity, and diversity—are essential in "unleashing the creative potential of the child" while simultaneously fostering moral and artistic growth (Melikhov et al., 2021). In a broader sense, drama functions as a deeply pedagogical medium. As Cristina Pérez Valverde (2011) emphasises, "drama has a great deal to do with pedagogy… both phenomena rely on performance… and communication", forming a "shared experience that demands their affective and cognitive involvement."

To read more, visit-
https://link.springer.com/article/10.1007/s10643-016-0774-1
https://docslib.org/doc/6890287/drama-as-a-pedagogical-tool-in-education

Theatre in Secondary Education

Theatre pedagogy has proven to be a powerful tool for enhancing learning in secondary school settings across diverse subjects such as social studies, science, and moral education. Karabağ (2015), in a study with 11th-grade students, found that Readers' Theatre improved historical understanding, reading fluency, and peer collaboration, making learning more engaging. Similarly, Öcal (2022) demonstrated that science theatre positively influenced seventh graders' attitudes toward science, showing how performance-based learning can humanise abstract content. In the realm of social studies, a quasi-experimental study by Adejoh and Ikwumelu (2016) applied theatre in

education techniques - including improvisation and roleplay - with junior secondary students, fostering deeper understanding of cultural topics and enhancing imagination and cooperation. Thambu (2019) explored the use of Forum Theatre in Malaysian secondary moral education, highlighting its effectiveness in promoting ethical reasoning, critical thinking, and teamwork among adolescents. These findings align with the core objectives of critical pedagogy, where theatre functions as a dialogical and embodied method that encourages students to reflect on real-world issues and take action. Datoo and Chagani (2011) further emphasised this by showing how street theatre- using props, movement, and dialogue- helps secondary learners confront socio-political concerns and "reflect and trigger action … to come out of socio-political oppression." Additionally, Kudryavtseva et al. (2022) argue that theatre pedagogy, rooted in ancient communal rituals, has now evolved into a structured and self-sustaining discipline with clear methods and theoretical underpinnings. Overall, theatre-based learning supports critical, creative, and moral development in adolescents, making it a transformative pedagogical approach in secondary education.

To read more, visit-
https://www.eu-jer.com/secondary-school-students-opinions-about-readers-theatre

https://www.researchgate.net/publication/310392558_Theatre_in_Education_A_Technique_for_Effective_Social_Studies_Teaching_in_Junior_Secondary_Schools_Classes

Theatre in Higher Education

Theatre pedagogy holds significant promise in higher education, particularly for training future educators and fostering critical, embodied learning. Hadjipanteli (2023) found that engaging student teachers in theatre-based coursework led to the development of internal values like trust, empathy, respect, and playfulness, reinforcing their beliefs about good teaching through embodied semiotics and dialogue (Hadjipanteli, 2023). Malinina (2022) demonstrated that integrating Forum Theatre into university classrooms enhances pre-service teachers' emotional intelligence, empathy, and social awareness by enabling them to "embody" real teaching scenarios and foster inclusive practices. In addition, interdisciplinary initiatives, such as those in engineering and psychology, have employed performing arts methods—like student-devised plays—to boost collaboration, role-taking, and deeper critical reflection on complex course material (Kloetzer et al., 2021). Furthermore, Tatiana Chemi's work with Odin Teatret highlights how theatre laboratory approaches create co-creative learning spaces in higher education, promoting inquiry-based practices that bridge creativity, pedagogy, and research (Chemi, 2018). Taken together, these examples show that theatre can serve as a powerful pedagogical tool in higher education, developing professional dispositions, empathy, creative problem-solving, and reflective engagement in university students. The benefits of using theatre in various fields of education are discussed in the following section.

To read more, visit-
https://ro.ecu.edu.au/ajte/vol48/iss3/4/
https://www.researchgate.net/publication/348584068_Teaching_through_performing_arts_in_higher_education_Examples_in_engineering_and_psychology

Theatre in Teacher Education

Theatre-based pedagogy in teacher education offers a powerful tool for developing empathy, communication, critical thinking, and classroom management skills among future educators. It encourages prospective teachers to engage in experiential learning through role-play, simulation, forum theatre, and dramatic enactments of classroom scenarios, allowing them to understand diverse student perspectives and explore inclusive practices (Gallagher, 2007). Researchers argue that theatre promotes reflective teaching by making participants confront real-life educational challenges in a safe, imaginative space (Conrad, 2004). For instance, applied theatre methods have been used to prepare teachers to handle sensitive issues like bullying, gender discrimination, and mental health with greater confidence and emotional intelligence. A study by Nicholson (2011) highlights how theatre can cultivate democratic and dialogic classroom cultures by training teachers to listen, improvise, and adapt in real time. Integrating theatre into teacher education aligns with constructivist and humanistic learning theories, helping future educators not only teach more effectively but also teach with heart.

To read more, visit-
https://link.springer.com/book/10.1057/9780230574236

Theatre in Maritime Education

Theatre pedagogy—particularly in the form of role-play, simulation, and scenario-based learning—has been increasingly adopted in maritime education to enhance students' safety awareness and decision-making abilities. One significant study by Ek and Akselsson (2013) details the development of an interactive learning module that incorporated elements of dramatic simulation and role-based storytelling to teach maritime safety culture to students in Swedish maritime programs. The module included narrative-based video scenarios and facilitated discussions that encouraged learners to reflect on their own behaviour and responses in simulated shipboard crises. The results showed that this approach deepened emotional engagement, improved communication skills, and strengthened learners'; sense of responsibility- all core goals of applied theatre in education. The study concludes that by immersing learners in realistic yet controlled dramatic situations, educators can effectively bridge theory and practice, making theatre pedagogy a powerful tool for maritime training (Ek & Akselsson, 2013).

To read more, visit-
https://www.researchgate.net/public ation/350818404_Deep_learning_ele ments_in_maritime_simulation_prog rammes_a_pedagogical_exploration_ of_learner_experiences

Theatre in Hospitality Education

Hospitality programs increasingly incorporate role-play and multimedia-driven simulations to enhance language proficiency, service skills, and cultural adaptability. Purwanto et al. (2024) conducted action research on Indonesian travel-business students using role-play augmented with video tutorials and interactive simulations during three cycles. They found significant improvements in spoken English—pronunciation, intonation, and vocabulary—alongside noticeably higher student confidence when engaging in guest service scenarios. In Croatia, Huertas-Valdivia (2021) documented that role-play of staffing processes within hotel management courses increased student satisfaction, sharpened career competencies, and heightened realism of service operations. This integration of drama-based techniques thus shows a measurable impact on communication abilities and professional readiness in hospitality education.

To read more, visit-
https://publikasi.abidan.org/index.ph p/refleksi/article/view/413

https://www.researchgate.net/public ation/354184969_Role-Playing_a_staffing_process_Experient ial_learning_with_undergraduate_to urism_students

Theatre in Media Education

Drama-based pedagogy is increasingly recognised as a vital teaching tool in media and communication degree programs, fostering storytelling, collaboration, and critical digital literacy. A recent report by the British Academy (2024) emphasised that media and communication studies are essential in cultivating graduates equipped with creative adaptability, ethical awareness, and the ability to critically navigate disinformation and AI-driven disruption. Alexander (2023) argued that drama-based techniques

help develop media students' reflexivity and ethical media awareness by simulating real-world storytelling scenarios. Moreover, initiatives like the British Council's stop-motion animation workshops illustrate how digital drama-based learning cultivates technical production skills and creativity in undergraduate classrooms (British Council, 2022). These findings affirm that integrating drama into media education strengthens students' ability to analyse, create, and question media narratives in a rapidly evolving digital environment.

To read more, visit-
https://www.thebritishacademy.ac.uk/publications/media-screen-journalism-and-communication-studies-provision-in-uk-higher-education/

https://medium.com/@snalexander42/drama-pedagogy-as-a-tool-for-information-literacy-05b9b2ee93f0

Theatre in Design & Fashion Education

Design and fashion education increasingly draw on theatrical principles—performance, narrative, and embodiment—to shape students' creative identity and presentation capabilities. A comparative study by Haroon, Sajib, and Nizam (2023) highlights significant overlap between fashion and theatrical costume design, noting that both disciplines share creative processes, cultural referencing, and "textile storytelling", and suggesting powerful cross-disciplinary synergies. Fashion educator Craig Green champions "runway-as-theatre" pedagogy, urging students to "think innovatively" and create "fearless work" by integrating performance into garment presentation and design thinking (Green, 2022). These strategies enhance design students' understanding of audience engagement, spatial dynamics, and expressive originality—skills that are crucial as they navigate the intersection of creativity, utility, and brand identity.

To read more, visit-
https://www.researchgate.net/publication/372221615_Comparative_Study_on_Fashion_and_Theatrical_Costume_Design

https://www.tandfonline.com/doi/full/10.1080/17543266.2018.1462859

Theatre in Psychology

Theatre-based techniques play a foundational role in drama therapy, counselling, and leadership coaching. Studies show that methods inspired by Jerzy Grotowski—such as ritual practices and psychophysical exercises—enhance self-awareness, emotional regulation, and interpersonal empathy, supporting clients in connecting action with innate emotional responses (Conte et al., 2020; Grotowski, 2007). Augusto Boal's practices, particularly Forum Theatre and invisible theatre, have been shown to expand narrative competence, cultivate ethical reflection, and foster empathy by transforming spectators into active "spect-actors" (Boal, 1995; Pendzik, 2006). In the arena of applied improvisation, structured improv exercises (derived from Viola Spolin's teachings) have been empirically demonstrated to improve adaptability, emotional acuity, non-verbal communication, and trust competencies critical in both counselling and organisational teamwork (Frost & Yarrow, 1989;

"Applied improvisation," 2025).

To read more, visit-
https://pmc.ncbi.nlm.nih.gov/articles/PMC6951090/

https://www.researchgate.net/publication/223395492_On_dramatic_reality_and_its_therapeutic_function_in_drama_therapy

https://www.researchgate.net/publication/358591250_Fostering_psychological_safety_Using_improvisation_as_a_team_building_tool_in_management_education

Theatre in Medicine

Role-play and theatre-based methods are increasingly integrated into medical education to develop empathy, communication, and clinical reasoning. Jacobsen, Baerheim & Lepp (2006) demonstrated that using "fourth-wall" framed simulated patient encounters helped students externalise internal experiences, improving reflexivity and empathy while receiving constructive feedback during debriefing. A 2020 study in France reported that two forum-theatre sessions increased students' empathy scores from 102 to 108, with active "spectactors" showing significantly larger gains than passive observers—an effect attributed to mirror-neuron activation supporting emotional attunement. Such immersive techniques have effectively mitigated empathy decline commonly observed in medical training.

To read more, visit-
https://bmcmededuc.biomedcentral.com/articles/10.1186/1472-6920-6-51

https://pubmed.ncbi.nlm.nih.gov/32093709/

Theatre in Pharmacy

Pharmacy education uses actor-led forum theatre and role-play to strengthen patient counselling, communication, and ethical competence. In the UK, a study of 752 undergraduates found role-play boosted reflective dialogue, self-awareness, and communication—themes highlighted in feedback about its value in ethical decision-making and rapport building. A 2024 survey of 74 Malaysian pharmacy students rated role-play highly across communication (mean 4.01/5), confidence (3.93), and conflict resolution (3.86); significantly, 82% endorsed ongoing use in curricula. These findings underscore interactive theatre's value in cultivating soft skills essential for modern pharmacy practice.

To read more, visit-
https://www.researchgate.net/publication/331381144_Using_forum_theatre_to_teach_communication_skills_within_an_undergraduate_pharmacy_curriculum_A_qualitative_evaluation_of_students%27_feedback

https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02776-8

https://gaexcellence.com/ijmoe/article/view/482

Let's use innovative teaching strategies, one of it being "Theatre As A Pedagogical Tool" in our programs for better engagement, retention and absorption of the content.

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ADVANCED EDTutor

ADVANCED EDResearcher

ADVANCED EDMentor

ADVANCED EDExpert

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Carney & Levin, 1998). The types of elaborative strategies incorporated into mnemonics can support this process (McGabe, 2010). Stadler and Olson (2011) examined first-letter mnemonics for terms and concepts (e.g., t test for two groups) in a psychology statistics course. Students recalled most of the mnemonics used during the semester, and their ratings of the mnemonics were overall very positive.

To read more, visit-
http://teachpsych.org/resources/Documents/otrp/resources/mccabe11.pdf

Architecture

Fragoso (2019) studied how Architecture can promote the process of remembrance of an oral and sensorial culture through sensory experiences and mnemonics in order to restore, document and transfer it to future generations. This research was an informant for the design development of a Cultural Centre which promotes the process of restoration and remembrance of a forgotten culture as well as the process of learning languages.

To read more, visit-
http://wiredspace.wits.ac.za/handle/10539/28261

Pharmacology

Liang (2021) in his paper mentions that an indigenous mnemonics system, pharmABCology, was created and introduced to medical, pharmacy and biomedical sciences students. While learning outputs of students are enhanced, this mnemonics system takes a rather passive approach of delivering the contents. Thus, a drag & drop learning aid, Drag-a-Drug, was developed to incorporate elements of active learning in pharmacology knowledge retention. This learning aid was offered to two cohorts of Pharmacy students in years 2019 and 2020 as a non-mandatory supplement to the accompanying lecture on antidyslipidemic drugs. For the mnemonics, 12 out of 15 respondents "strongly agreed" or

"somewhat agreed" that memorisation of drug names was facilitated.

To read more, visit-
https://faseb.onlinelibrary.wiley.com/doi/abs/10.1096/fasebj.2021.35.S1.01819

Medicine and Health Sciences

West (2014) in his paper discusses how Mnemonics are useful memory tools in medical school and during clinical work. They serve to learn, consolidate or recall information. The most commonly used mnemonics are acronyms (e.g. RICE in case of soft tissue injury or ABC in acute situations), though other types such as visual mnemonics or the method of loci are possibly more effective. Memory techniques work because they apply other routes to remembering than traditional learning. They often link information to well-known knowledge and sometimes they appeal to humour or feelings. According to Cirigliano (2014), health science may seem the most atypical setting for the musical mnemonic, and yet it may be the most suitable for its application. He created an informal survey of 10 user-made YouTube musical mnemonics. Two of these mnemonics were co-created by the author, while the remaining eight were identified via select search terms and significant viewer numbers. Resulting YouTube data inferred that instructors play a major role in the use of musical mnemonics in health science education. User comments indicated that some students found value in mnemonic songs as it helped them recall information during assessments.

To read more, visit-
https://www.researchgate.net/publication/232740184_Musical_mnemonics_in_health_science_A_first_look

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MNEMONICS }

MY VERY EDUCATED MOTHER JUST SERVED US NACHOS
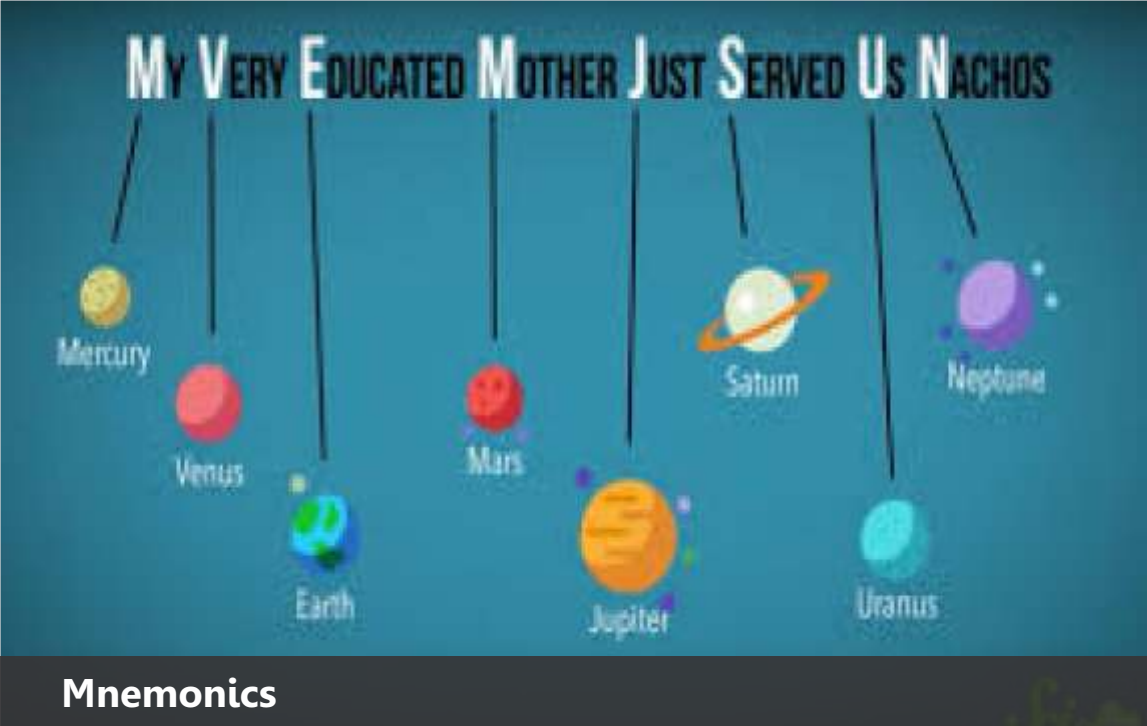
Mnemonics

A Brief History

Mnemonic devices were used by Greek sophists and philosophers and are frequently referred to by Plato and Aristotle. A fifth century B.C. Greek poet Simonides has been credited for the development of mnemonic techniques. As the tale has it, he was hired to recite an ode at a nobleman's banquet. Shortly after he recited the poem, a message was brought to the poet that two young men had come to the door of the house and wished to speak to him. When Simonides went to see them, there was no one there; but in his absence, the banquet hall collapsed behind him, killing the nobleman along with all his dinner guests. When the rubble was cleared away, the victims were found to be so mangled that their own families could not identify them. Simonides, however, remembered the places

they had been sitting at and so he was able to identify the dead. Such was the discovery of the method of loci (or locations). Carneades of Athens and Metrodorus of Scepsis are also distinguished examples of people who employed well-ordered images to aid their memory. The Romans valued such helps in order to support public speaking.

To read more, visit-
https://www.edubloxsa.co.za/the-history-and-art-of-mnemonics/

island
An island is land surrounded by water

DEFINITION AND TYPES

A mnemonic device (also called a memory device)refers to any viable learning style which includes specific reconstruction of target content. The reconstruction is done to tie new information more closely to the learner's existing knowledge base, which in turn facilitates information retrieval.

Some widely used examples of mnemonics are as follows:

1. **Musical Mnemonics -** the ABCD Song, used to teach the alphabet to children

2. **Name Mnemonics -** ROYGBIV or Roy G. Biv = colours of the spectrum

3. **Expression Mnemonics -** Henry's Law: The solubility of a gas increases with increasing pressure.

"The way to remember good old Hank is to think of bubbles in the coke you drank."

4. **Image Mnemonics -** BAT (Barbiturates, Alcohol, Tranquilizers) - Visualize a limp, depressed bat that took Barbiturates, Alcohol, Tranquilizers.

5. **Rhyme Mnemonic - "**I before E except C"

6. **Peg Words -** Linking nouns to numbers - 1 = bun, 2 = shoe, 3 = tree, etc

7. **Acronyms -** LASER (Light Amplification by Stimulated Emission of Radiation)

8. **Acrostics -** Please Excuse My Dear Aunt Sally = Order of Operations in Algebra (Parentheses, Exponents, Multiplication, Division, Addition, Subtraction)

To read more, visit-
https://journals.sagepub.com/doi/full/10.3102/0034654320933544

MNEMONICS IN EDUCATION

Mnemonics are efficient ways of learning large amounts of information. Mnemonic instruction gives students the tools with which they can encode information in such a manner that it facilitates information retrieval at later points.

Mnemonics can further be used in language arts. Putnam (2015), in his paper titled 'Mnemonics in Education', proposes alternative approaches for considering the use of Mnemonics in educational settings. Mastropieri and Scruggs (1992) found that mnemonic strategies can be used to enhance science learning when the curriculum involves a textbook/lecture format. A Japanese educator, Masachika Nakane, developed Yodai mnemonics for teaching mathematics, science, spelling, grammar and English. Yodai focuses on remembering rules, principles and procedures.

To read more, visit-
https://psycnet.apa.org/record/2015-26723-002

https://www.academia.edu/19199148/The_effectiveness_of_mnemonic_instruction_for_students_with_learning_and_behavior_problems_An_update_and_research_synthesis

https://www.tandfonline.com/doi/abs/10.1207/s15326985ep2002_1

MNEMONICS IN PRIMARY EDUCATION

Research has found that mnemonics encourage the retention and continued usage of new material in primary level students. Haynes and Canaday (1974) completed a study of 120 elementary students. For this study, students were taught 16 nouns and told to memorize those nouns. Small groups of students were also taught mnemonic devices that were appropriate for their age levels. The results from this study demonstrated that children who received mnemonic instructions showed superior recall with regard to learn-only subjects.

To read more, visit-
https://files.eric.ed.gov/fulltext/ED531705.pdf

MNEMONICS IN SECONDARY EDUCATION

Marshak et al. (2011) conducted a randomised control trial in Grade 7 classrooms with and without learning difficulties and demonstrated significant findings supporting mnemonic use. In a study on 699 high school students (aged 13-17) with learning disabilities, Wolgemuth & Cobb (2008) evaluated the effect of mnemonics like keyword, keyword-pegword, and reconstructive elaborations on immediate recall. Conclusions were overwhelmingly positive in favour of mnemonics instruction.

To read more, visit-
https://www.ldatschool.ca/mnemonics/

MNEMONICS AND SPECIAL EDUCATION

Students with learning disabilities may display a deficit in short-term and long-term memory retrieval. These processing deficits impact one's ability to retrieve information. Instruction for students with special needs involves selecting strategies that enhance their processing strengths and weaknesses. For students with documented weaknesses in memory, a mnemonic becomes a targeted approach for increasing student performance. In two experiments conducted by Mastropieri, et al (1985), learning disabled junior-high school students learned the definitions of 14 vocabulary words either according to a pictorial mnemonic strategy (the "keyword method") or via the principles of direct instruction. Results of the first experiment showed that when specially constructed mnemonic illustrations were provided, the keyword method was substantially more effective than direct instruction. The keyword method continued to surpass direct instruction in the second experiment, even when keyword students were required to generate their own mnemonic images. integrating the simulation technologies. The paper also provides an overview of

long-term simulation initiatives leading to the next generation of computer modelling systems for construction, where simulation plays an integral role in a futuristic vision of automated project planning and control.

To read more, visit-
https://www.researchgate.net/publication/258166855_Mnemonic_Vocabulary_Instruction_for_Learning_Disabled_Students

MNEMONICS IN HIGHER EDUCATION

Mnemonics have proved to be very useful for memory enhancement in the higher education field. Various researches in the Higher education field have been discussed below.

Engineering

Dave and Awasthi (2019) investigated student engagement levels in the classroom, with a specific interest in the effectiveness of mnemonics in learning engineering subjects. They discovered that mnemonics worked for most of the students and had become a useful tool in the classroom.

To read more, visit-
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3375714

Navy

Approved Navy procedures require the use of standard mnemonics in Navy training materials. 'The Use of Mnemonics in Training Material - A Guide for Technical Writers' (Braiby and Kincaid, 1978) mentions in detail the nine mnemonic techniques that can support certain types of learning tasks that are important in Navy training.

To read more, visit-
https://apps.dtic.mil/sti/pdfs/ADA064218.pdf

Psychology

Psychology courses require the mastery of an entirely new lexicon before students can study more complex concepts (Balch, 2005;

students. For this study, students were taught 16 nouns and told to memorize those nouns. Small groups of students were also taught mnemonic devices that were appropriate for their age levels. The results from this study demonstrated that children who received mnemonic instructions showed superior recall with regard to learn-only subjects.

To read more, visit-
https://www.researchgate.net/publication/288069067_The_effect_of_analogy-based_teaching_on_students'_achievement_and_students'_views_about_analogies

Burns and James (1985) investigated the effects of analogy-based and conventional lecture-based instructional strategies on the achievement of four classes of high school biology students. Findings indicated that analogy-based instructional methods appear to enhance student performance relative to conventional lecture-based instruction in achievement related to the digestive, nervous, and circulatory system and students who comprehended analogies showed significantly higher achievement over those who did not comprehend them.

To read more, visit-
https://files.eric.ed.gov/fulltext/ED254431.pdf

ANALOGIES AS A TEACHING TOOL IN HIGHER EDUCATION

Analogies are very effective with adult learners because they come to learning with a large repertoire of experience. Benefits of using visual analogies in secondary and college classrooms have also been widely reported. Field and Graves (1981) found pictorial analogies to help college students overcome writing blocks. Some relevant studies in various higher education fields are discussed as under.

ANALOGIES AS A TEACHING TOOL IN PHYSIOTHERAPY

Hall (2016) posits that analogies come into play as one of the most powerful education tools that physiotherapists can use to improve communication with patients. Almost every single physical therapist uses analogies on a regular basis to help patients understand what is "wrong" with them. He gives many examples including the following one- "Muscles and joints are similar to the hardware in a computer, while the nervous system is very similar to the software and operating system. The best hardware in the world is useless without a good operating system/software."

To read more, visit-
http://drjarodhalldpt.blogspot.com/2016/03/best-and-worst-analogies-in-physical.html

ANALOGIES AS A TEACHING TOOL IN COMPUTER SCIENCE

Saxena, Singh and Gupta (2021) discuss how Computer Science (CS) is a subject whose concepts tend to be highly abstract and therefore difficult for undergraduate students to understand. Analogy-based instruction can greatly reduce a student's burden of learning these abstract CS concepts. In their paper, the researchers list the analogies that they have developed to teach difficult computer science concepts and as an illustration discuss one of them (from the subfield of operating systems) in detail. Their results indicate that analogies are quite effective in improving student learning outcomes.

To read more, visit-
http://headconf.org/wp-content/uploads/pdfs/13115.pdf

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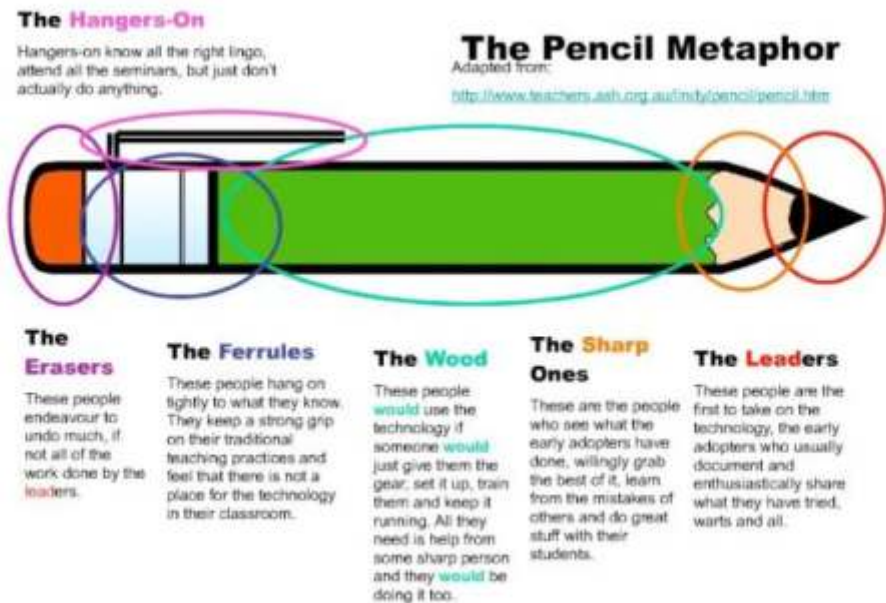**ALTERING THE DNA OF αLPHA TEACHERS'**
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ANALOGIES AS A TEACHING TOOL

The Pencil Metaphor
Adapted from:
http://www.teachers.ash.org.au/indy/pencil/pencil.htm

The Hangers-On
Hangers-on know all the right lingo, attend all the seminars, but just don't actually do anything.

The Erasers
These people endeavour to undo much, if not all of the work done by the leaders.

The Ferrules
These people hang on tightly to what they know. They keep a strong grip on their traditional teaching practices and feel that there is not a place for the technology in their classroom.

The Wood
These people would use the technology if someone would just give them the gear, set it up, train them and keep it running. All they need is help from some sharp person and they would be doing it too.

The Sharp Ones
These are the people who see what the early adopters have done, willingly grab the best of it, learn from the mistakes of others and do great stuff with their students.

The Leaders
These people are the first to take on the technology, the early adopters who usually document and enthusiastically share what they have tried, warts and all.

Analogies As A Teaching Tool

A Brief History

Analogies have been used as instructional tools since the beginning of recorded history. Metaphors, similes, analogies, and parables, mental and physical models are common devices in spoken and written communication. Metaphors and analogies are woven into children's stories, for example, with people represented by animals. Analogies are used because they have the power to evoke rich mental pictures that serve to challenge the hearer to transfer knowledge from a familiar to an unfamiliar domain. Analogies ensure that a person's mental imagery is concrete, for example, the analogy of hard balls in a container representing gas molecules in a closed container. Analogies can also be tools of discovery. Johannes Kepler

developed his concept of planetary motion from the workings of a clock (Bronowski, 1973) and Huygens used water wave motion to understand light phenomena (Duit, 1991).

To read more, visit-
https://www.researchgate.net/publication/225804980_The_evolution_of_an_approach_for_using_analogies_in_teaching_and_learning_science
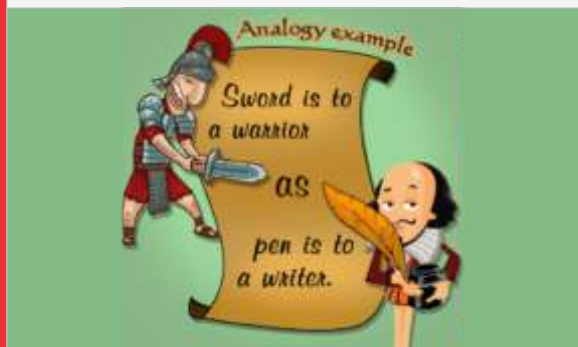
DEFINITION AND TYPES

Analogy (from Ancient Greek   , "reasoning from one point to another") is a cognitive process involving comparison whereby the information concerning one element is linked to another element through observed similarities. An analogy is a systematic comparison of the similarities between two concepts, one of them familiar (the "analog") and one of them unfamiliar (the "target") (Duit 1991, Martin 2003, Glynn 2008, Behar, Grima and Marco-Almagro, 2013)

In simple words, analogy is a comparison between two things. In conversation, when one compares one situation to another, one is using an analogy. Some common examples are mentioned below:

'Life is like a box of chocolates'

'Blood vessels are like highways'

'That movie was a roller coaster ride of emotions'

'As sly as a fox'

'DNA is like a spiral staircase'

Types of Analogies:

Instructional analogies can be classified based on relationship, presentation, and level of enrichment (Orgill & Bodner, 2006).

With respect to relationship, analogies between known and unknown objects can be either structural or functional. The analogous relationship is structural when both objects share similar physical structures such as their external features. It is functional when both objects function or behave in similar ways. An instructional analogy can also represent a relationship that is both structural and functional.

Based on their presentation, analogies can be either visual or verbal (Radford, 1989). In visual presentations, instruction is enhanced by using the image of a known object (concrete image) that is analogous to an unknown object (target concept). These

nonlinguistic presentations have been called visual analogies (Krieger, 2005; Lin, Shiau, &Lawrenz, 1996), pictorial analogies (Feild& Graves, 1981; Issing, 1990), graphic analogies (Bailey, 2003), Big Picture diagrams (Brightman, 2006), and 'new-look' representations (Perkins & Unger, 1994). In verbal presentations, analogous relationships are expressed in writing. These written presentations have been called verbal analogies (Radford, 1989) and text analogies (Curtis, 1988). An instructional analogy can also be both visual and verbal.

Regarding level of enrichment, verbal analogies can be simple, enriched, or extended (Orgill & Bodner, 2006). Simple analogies are limited to one sentence with three parts: analog ("a train"), connector ("is like"), and target ("phonology") (Radford, 1989). Because simple analogies are undeveloped and unelaborated, they are similar to assertions and "do not provide the instructional scaffolding that many learners need, particularly in the initial stages of learning a concept" (Glynn, 2008, p. 116). In contrast, enriched analogies aid comprehension by providing a purpose for using a specific analogy and/or an explanation of its analogous relationship and of the parts within that relationship (Orgill & Bodner, 2006). These enriched analogies become extended analogies when "used multiple times throughout a text" and/or throughout the lecture or series of lectures.

To read more, visit-

https://files.eric.ed.gov/fulltext/EJ1136439.pdf

https://www.teachthought.com/critical-thinking/types-of-analogies/

https://www.researchgate.net/publication/299607055_Effectiveness_of_Analogy_Instructional_Strategy_on_Undergraduate_Student's_Acquisition_of_Organic_Chemistry_Concepts_in_Mutah_University_Jordan

ANALOGIES AS A TEACHING TOOL IN EDUCATION:

Teachers use analogies throughout their lessons. When a teacher uses phrases such as "similarly", "likewise", "in the same way as", "in comparison to", and "just like", they are generally using analogies to help students understand a concept. A growing literature-base reinforces the effectiveness of visual analogies in aiding student learning (Halpern, Hansen, &Riefer, 1990; Krieger, 2008). Complexities are addressed effectively by comparing new concepts to learners' common-sense knowledge. Using analogies in the classroom is an effective strategy as students tend to find it easier to understand a lesson when teachers form connections between the new topic and what has already been taught. Research has shown analogies as being very effective in teaching of new concepts in primary, secondary and higher education. Some relevant research is discussed below.

To read more, visit-
https://www.teachthought.com/critical-thinking/types-of-analogies/

http://www.csun.edu/science/books/sourcebook/chapters/10-analogies/teaching-analogies.html

ANALOGIES AS A TEACHING TOOL IN PRIMARY EDUCATION:

In a study by Asoko (1996), the 'string circuit' analogy was used to support the development of children's understanding of energy transfer and current flow in simple electrical circuits. The study intended to investigate whether this analogy made sense to primary school children, the learning outcomes which resulted from its use as part of a teaching sequence and the teacher action which affected children's progress in developing their understanding. It was conducted in with students aged 8-9 in a primary school in northern England. The most relevant conclusions of this study point that the analogy was useful to make scientific ideas

about electricity accessible to young children.

To read more, visit-
https://www.ejmste.com/download/analogies-as-tools-for-meaningmaking-in-elementary-scienceeducation-how-do-they-work-inclassroom-4201.pdf

ANALOGIES AS A TEACHING TOOL IN SECONDARY EDUCATION:

Murat (2013) conducted a study on 108 students in four 6th grade classes in Turkey. The achievement test was implemented as pretest and posttest. After processing the basic parts and organelles of a cell in the lessons, the students were asked to form their own groups' analogies. After the groups had done analogies, they were asked to describe their analogies. Then, analogy of the class was determined. After application, Achievement Test and Analogy Opinion Scale (AOS) were administered to collect the data. The results proved that analogy-based teaching was more effective on the increase of students' achievement score than conventional training. The majority of students claimed that using analogies in lessons was useful because using analogies helped the students to understand the invisible concept. The students stated that using analogy technique in science lessons was useful and it provides permanent learning.

To read more, visit-
https://www.researchgate.net/publication/288069067_The_effect_of_analogy-based_teaching_on_students'_achievement_and_students'_views_about_analogies

MNEMONICS IN PRIMARY EDUCATION

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To read more, visit-

Medicine

Mediouni, Schlatterer and Khoury (2018) studied the use of medical illustrations in schematic or cartoon-like appearances as a method of conveying intricate information. The purpose of this study was to survey members of a medical university comprising students and teachers regarding their opinions of medical cartoons. Most respondents had favourable opinions of cartoons in medical education.

Junhasavasdikul et al (2017) conducted a study to compare the effectiveness of a "cartoon-style" handout with a "traditional-style" handout in a self-study assignment for preclinical medical students. Students, given a cartoon-style handout reported reading more of the material and achieved higher post-learning test scores than students given a traditional handout.

To read more, visit-

Architecture

Lageny and Spacek (2019) advocate the use of humour as a teaching tool in architectural education that allows students to include hilarity or caricature in their work. The authors believe that humour as a specific way of communication is closely linked to human life, architecture and education. Architecture and caricature are closely related. Buildings can indirectly mediate cheerfulness and induce a positive mood. There are many crazy homes or cartoons depicting architecture. The Dancing House in Prague designed by the Croatian-Czech architect Vlado Miluni in cooperation with Canadian-American architect Frank Gehry is a cartoon, which is decorated with a parody of Olbrich's Art Nouveau ball. The cartoon isa portrait that exaggerates and

deforms the basic essence of a thing. In this case, it affects the architecture.

To read more, visit-

Microbiology

Cruz and Cruz (2018) studied undergraduate and graduate students studying microbial genetics or related fields who were given two weeks to complete a project, which required them to initially gather information on a given topic or issue from various sources available to them, for example, via online references or from any published materials. Alternatively, the teacher could provide either a list of key references or printed copies of journal articles and review papers on the proposed topic or issue. The students then critically evaluated the information, translated this information into an editorial cartoon following any newspaper format, and wrote a well-supported editorial text of not more than 500 words. The cartoon and the text both presented a clear, similar opinion and point of view about the topic in question. In this learning activity, the students employed their creative skills to illustrate a scientific issue in two forms: an editorial cartoon and an editorial text.

To read more, visit-

Military Training

During World War-2, in the United States and Britain, comic art became an integral strategy for teaching the technical tasks essential to modern warfare. Comic book legendWill Eisner was among those who made comics central to army training. Eisner had created The Spirit—a comic book series full of voluptuous women and hooded justice—before being drafted into the U.S. Army Ordnance Department. In 1942 he became the artistic director for a

require further investigation on beneficial uses. Students who select pharmacy as a major are generally interested in science and courses such as physiology, therapeutics, and pharmacology. It is no surprise that when these students take courses in the social aspects of pharmacy most of them might approach the topic with apprehension and others might show marked disfavour and disinterest in the information covered. Comic books could be a "fresh" way of presenting the information which could encourage students to read the materials, understand it, and reflect upon it.

To read more, visit-

Psychology

Ozdogru and McMoris (2013) investigated the effects of humorous cartoons on students' perceptions and learning of psychological concepts with sense of humor as a moderator. One hundred fifty-six college students studied six one-page concept presentations, three with and three without content-related cartoons. Students reported favorable attitudes for inserting cartoons in reading passages.

To read more, visit-

Agriculture

Bravo et al (2013) conducted a survey with 83 individuals on the perception of educational animations on the topics-neem extracts for insect control, cholera and malaria prevention, and on the potential of animations as training tools for health and agriculture education. The results found that animations are a well-received approach as a training tool in agriculture and prevention of diseases.

To read more, visit-

English Language

Cartoon art is quite common in Teaching English to speakers of other languages (TESOL) settings and is used frequently by TESOL professionals. This is apparent in South Korea and China, two of the world's largest markets for English as a second language/English as a foreign language (ESL/EFL) education (Beare). In South Korea, the national curriculum for the public school system includes numerous CD-roms featuring a recurring cast of animated characters). In China, animation use is on the rise in private cartoon themed chain schools. Disney English, which uses the popular Walt Disney Studios animated cartoon characters to teach English as a second language, opened its first school in Shanghai in 2008.

To read more, visit-

Computer Education

Taylor and Pountney (2009) studied the potential use of animation for supporting teaching on the range of computing courses currently available within UK higher education. Experiments were conducted with groups of UK undergraduate computing students to compare the perceived usefulness of animated and static learning materials for teaching computing concepts such as diagrammatical design techniques, computer games development techniques and the mathematical techniques underpinning multimedia development. Overall animated learning materials appeared to be perceived as being more useful to undergraduate computing students than traditional static learning materials for learning such concepts.
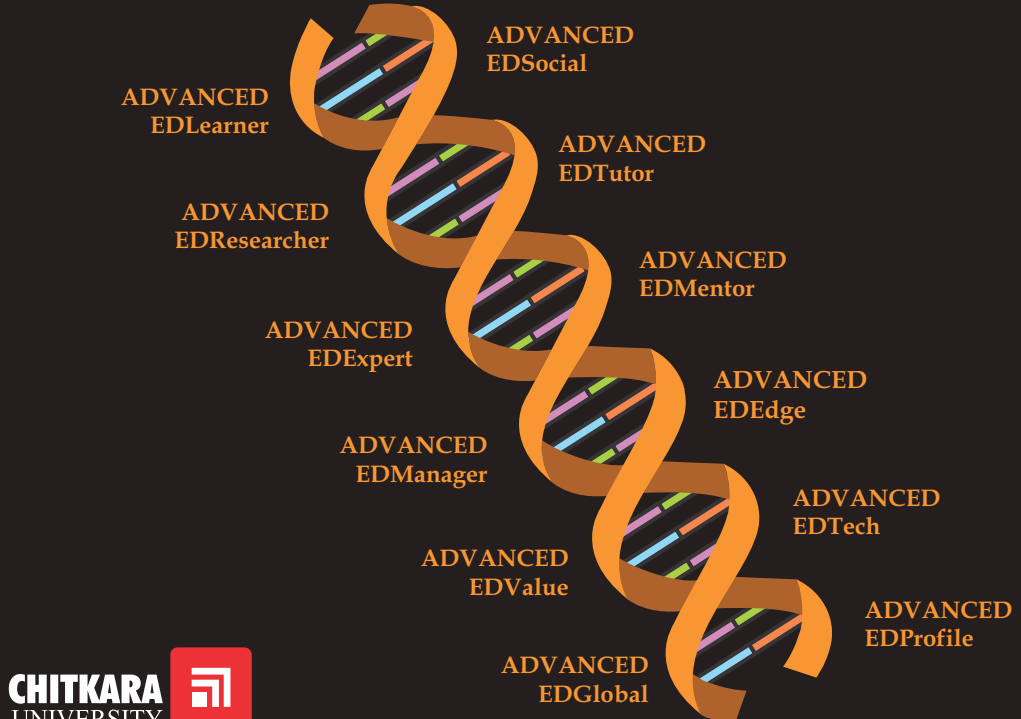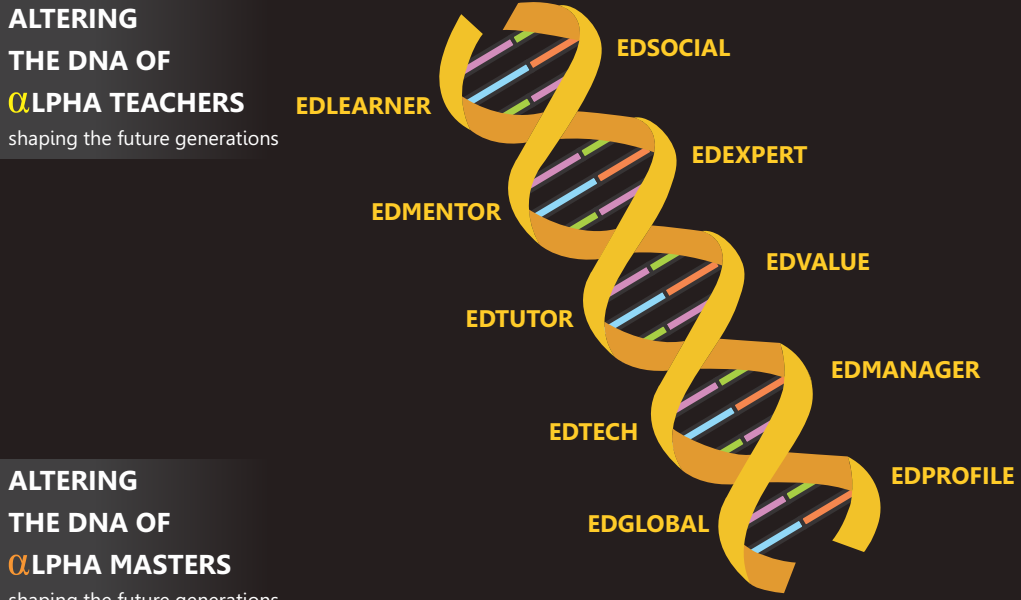
To read more, visit-

Dentistry

Mehrotra (2020) shares that there are some studies utilizing animations to benefit dental education, their existence limited only to cranial nerves, drug interaction and periodontal health education. One study also fabricated animated video on inferior alveolar nerve block and temporo mandibular joint function but is not discussed in this study as it was not a clinical trial.

To read more, visit-

Economics

A survey was conducted by Wyk (2011) to determine the use of cartoons as an effective teaching tool in Economics education. The results revealed that cartoons positively enhanced constructive learning, cooperative learning and collaborative learning amongst peers. The cartoons as a teaching strategy provided structure for interactions, rewarded students for collaboration and problem solving. Further, cartoons promoted class discussions, cooperative learning, individual accountability, positive inter-dependence, and the need for group processing and feedback.

To read more, visit-

ALTERING THE DNA OF αLPHA TEACHERS
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EDLEARNER
EDEXPERT
EDMENTOR
EDVALUE
EDTUTOR
EDMANAGER
EDTECH
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EDGLOBAL

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ADVANCED EDLearner
ADVANCED EDTutor
ADVANCED EDResearcher
ADVANCED EDMentor
ADVANCED EDExpert
ADVANCED EDEdge
ADVANCED EDManager
ADVANCED EDTech
ADVANCED EDValue
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{ **TEACHERS' EXCEL SHEET**
For Excellence In Teaching, Pedagogies, Learning & Assessments
CARTOONS AS TEACHING AIDS }

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KNOW YOUR BODY TYPE

MESOMORPHIC   ECTOMORPHIC   MORPHEUS
ENDOMORPHIC   MIGHTY MORPHIC
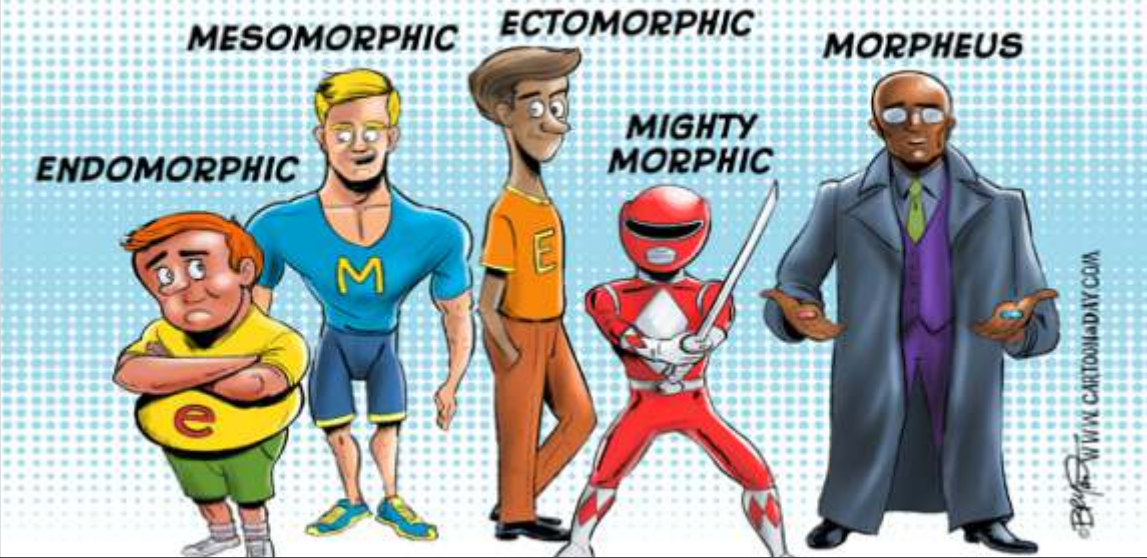
Mnemonics

Definition and Types

A cartoon is a two-dimensional illustrated visual form of art. The term cartoon is derived from the Italian word 'cartone' and the Dutch word 'Karton' that means strong heavy paper or pasteboard. From the 1670s to the mid-1800s, the English word "cartoon" referred to this paper. The -oon ending is a common English adaptation of French and Italian words ending in -on and -one (e.g., balloon, buffoon, macaroon). According to Chiangtong (1975), cartoon comes from the Latin language "charta" which means paper because in that era cartoons meant painting onto large textile curtains or drawing patterns or pictures onto mirrors and making mosaics.

Modern cartoons first appeared around the early 1900s. Different types of cartooning began to emerge and they are classified into the following five groups: illustrative, comic strips, gag strips, animated, and political (Mankoff, 2002).

- Illustrative cartoons explain stories. They are used in teaching materials and in advertisements. These cartoons have little meaning and are mostly found in schoolbooks.
- The purpose of comic strips, in essence, is to be funny; their intent is to induce laughter from the readers. One of the most famous comic strip artists was Charles Schultz, creator of the Peanuts comic strip.
- Also, there are Gag Strips that are usually composed of a single picture combined with one to two sentences and also have the job of producing laughter.
- Animated cartoons are the latest form of cartoons. The main characteristic that differentiates them from the other types is that animated cartoons also involve the medium of movement (McCloud, 1994).
- Political cartoons are intended for adults and usually convey a point of view concerning a societal issue current to its time of publication. These generally appear in newspapers and magazines (Mankoff, 2002).

To read more, visit-
https://files.eric.ed.gov/fulltext/EJ1098248.pdf
https://www.toonstory.in/post/types-of-cartoons
https://www.academia.edu/8262380/THE_EVOLUTION_OF_CARTOONS

BRIEF HISTORY

In their most primitive form, cartoons can be found as far back as 1300 BC. In Scott McCloud's "Understanding Comics" (1994), he theorizes that cartoons have been with us since the ancient times. He points to various murals found along the sides of pyramids and monuments that depict stories. One, for example, describes the daily trials and tribulations that farmers would go through. At the end of the mural, the farmer is beaten to death by one of the pharaoh's tax collectors.

It is during this beating that the farmer exclaims, "I hate Mondays!" (Lobo, 2002).

Egyptians were not the only ones to use cartoons. There are examples of stories painted onto Greek vases from the Trojan War, the adventures of Odysseus and those of Dionysus, the Greek God of wine (Greek Vases, 2001). From these primitive cartoons, we can see how they influenced the foundations of our own society: our government, our literature, and even our architecture (Greek Vases, 2001).

Japanese also developed cartoons back in the 11th and 12th centuries. They developed scrolls that told continuous stories. "The Tale of Genji" picture scrolls are very popular in Japanese culture. They are also very similar to the ukiyo-e prints from the 18th and 19th centuries. In both cases, the figures have the same facial structures and are expressed with simple lines and flat colouring (Kaichiro, 1997). In the case of the "Tale of Genji" scrolls, an entire novel is told by the picture with bare minimal text. This is also one of the earliest examples where pictures are combined with some writing to tell a story (Moriyasu, 1999).

In America, artists such as William Hogarth used this new art form as if it were a stage play that incorporates balloons with text. Zincography and photoengraving aided in this new art form's explosion in popularity. Pictures combined with text gave new means to consolidate the advances of all other forms of communication in a cost-effective manner (Lobo,2002). This led to the birth of cartoons as we know them today.

To read more, visit-
https://www.academia.edu/8262380/THE_EVOLUTION_OF_CARTOONS

CARTOONS IN EDUCATION

The connection between cartoons and education is related to the visual elements and movements of cartoons (Ozgokbel Bilis, 2011). Complex relationships in nature can be explained simply by cartoon characters, and intangible concepts can be represented in the behaviour of characters with concrete visuals (Temizyurek and Acar, 2014). Students want cartoons to be used in classroom environments because cartoons make visual differences, as well as simplify difficult-to-learn subjects, and are interesting and fun (Cho, 2012).

In the last decade, cartoons have been an effective learning and teaching tool in parallel with the development of multimedia technology. The wide use of mobile devices and improving speeds of internet connection have accelerated the production and sharing of cartoons. As a result, studies concerning the contribution of cartoons to the teaching process and academic achievement among multimedia researchers have also intensified. It was observed in those researches that sound, graphics, texts and animations within such multimedia or cartoons generally attracted children's attention, effectively contributing to the learning process (Sinor, 2011). And it was stressed that they are an important tool to improve children's mental, physical and psychological developments and discover their yet unrevealed skills (Cho, 2012). According to Micheal and Wyk (2011), cartoons are effectual methods that can be used to support teaching in class or outside of class. They stated that cartoons might support teaching in constructive learning, contextual learning, social skills, collaborative learning, critical thinking and small group learning.

Türkmen (2012) stated that cartoons are a door that opens to an imaginary world from the real world and explained that children can fictionalize themselves in this realm freely. Meanwhile, the children can transfer what they learn or see from the world of cartoons into the real life. Doring (2002) supported the use of cartoons in class and stated that they prevent students' destructive behaviours, ease boredom and increase the amount of interest and connection, thereby helping build a positive learning environment. By having comic strips with proper messages and by adding humour to the topic, a teacher can reach everybody very easily. This says that cartoons with vibrant and striking visual elements along with textual information, dialogues, gestures and animations may be interpreted in many ways by students utilizing their imaginations. This approach helps the teachers to develop creative power in the students by building proper knowledge.

To read more, visit-
http://www.srjis.com/pages/pdfFiles/14624561553 4%20Girja.pdf
https://files.eric.ed.gov/fulltext/EJ1297182.pdf
https://files.eric.ed.gov/fulltext/EJ1297182.pdf

CARTOONS IN PRIMARY EDUCATION

Krisnan and Yunus (2018) conducted a study on ten "low proficient" students from Grade 1 and found that the use of "Animated Cartoons" had a positive impact on the pupils and increased their acquisition of vocabulary and listening skills. Thus, the researchers posited that it is crucial that the use of animation through ICT be integrated into the English language curriculum to enable low proficient pupils' mastery of the language.

To read more, visit-
file:///C:/Users/HP/Downloads/IJET-21609.pdf

CARTOONS IN SECONDARY EDUCATION

Kaplan and Ozturk (2015) conducted a study on 42 Grade 6 students to compare the effect of their academic achievement based on concept cartoons and activity-based instruction on the topics of divisibility rules and prime numbers. The study revealed that there was a significant difference in academic achievements in both the cases. Those students taught by concept cartoons performed better than those taught with activity-based instruction. The finding also shows that the concept cartoon method is an effective method of teaching topics of divisibility rules and prime numbers.

Srinivasalu (2014) conducted a study on students of Grade 8 in a Bengaluru government high school. A strategy implemented with cartoon-based teaching-learning technique brought about improvement in social sciences on the achievement of students of the experimental group. The researchers expressed that a focused treatment with cartoon-based teaching-learning media techniques would definitely enhance the achievement of students in social sciences.

To read more, visit-
https://www.iejme.com/download/the-effect-of-concept-cartoons-to-academic-achievement-in-instruction-on-the-topics-of-divisibility.pdf
http://www.srjis.com/pages/pdfFiles/14624561553 4%20Girja.pdf

CARTOONS IN SPECIAL EDUCATION

Baglama, Yucesoy and Yikmis (2018) believe that based on the increasing use of technology in special education, animations have gained great attention recently and found to be an effective instructional tool for enhancing the learning of individuals with special needs. The authors discuss in the study that animations are mainly found beneficial for individuals with dyslexia, autism spectrum disorder and intellectual disability.

To read more, visit-
https://www.temjournal.com/content/73/TemJournalAugust2018_670_677.pdf

CARTOONS IN HIGHER EDUCATION

Cartoons have proven to be a very useful and engaging tool for teaching in the higher education field. Various researches in the Higher Education field are discussed below.

Teacher Education:

Biriski, Metin and Karakas (2010) investigated pre-service elementary teachers' views on concept cartoons by using mixed research methods, such as surveys and interviews. The sample comprised freshmen students enrolled in the Elementary Teaching department at a small university in northeastern Turkey, during the spring of 2008. Results suggested that using concept cartoons in instruction rescues students from boring traditional lecturing; helps teachers improve their instruction and align it with the constructivist learning theory; makes the lecture more interesting and entertaining and students become more actively involved; creates a discussion environment where student can improve their critical thinking skills; influences, in positive way, students attitudes towards the lesson in particular and school in general; and may have an important role in improving students' academic achievement.

To read more, visit-
https://www.researchgate.net/publication/285751040_Pre-service_elementary_teachers'views_on_con cept_cartoons_A_sample_from_Turkey

Engineering:

Diehl (2018) in his research paper shares that cartoon, while often associated with a younger audience, can assist some college engineering students in making relatable connections to course concepts and breaking down barriers to understanding. Intermediate engineering courses such as Dynamics and Fluid Mechanics, typically taken by sophomore and junior year, contain numerous essential ideas that students must completely understand and build upon as the courses progress and retain for follow-on classes senior year. Cartoons that are sufficiently relevant and memorable, can help a massive portion of the engineering student population "grasp and retain" concepts.

To read more, visit-
file:///C:/Users/HP/Downloads/using-cartoons-to-enhance-engineering-course-concepts.pdf

Engineering:

Zapata, Olaya and Fekula (2010) produced and used a cartoon book to introduce some basic concepts associated with software engineering to a heterogeneous group of students enrolled in an industrial organization theory class. There is preliminary support for this approach since students exhibited the ability to more quickly employ challenging software engineering concepts after using this method.

To read more, visit-
file:///C:/Users/HP/Downloads/318-Article%20Text-414-1-10-20140109.pdf

Optometry

Acosta, Sisley, Ross and Brailsford (2018) share how an interactive website was developed using "CourseBuilder", an e-learning tool developed by the University of Auckland that facilitated the addition of interactive resources to the static website. A variety of interactive tools were used to stimulate more rapid learning and greater understanding by the students. These included cartoons of complex diagrams, short online quizzes at the end of each laboratory activity, and additional embedded videos and animations relevant to other laboratory activities. The researchers support the suitability of the interactive website for teaching physiology in Optometry. Furthermore, there was huge acceptance of online learning methods due to the technologically 'savvy' environment of students in the first year of the Optometry program.

To read more, visit-
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6292661/

Evolution and Diversity

Estacio (2017) conducted a study to investigate the effect of concept cartoons as instructional material and a formative assessment of learning tools in teaching evolution and diversity at the tertiary level. The sample of this study was 90 freshmen college students of the Quezon City Polytechnic University (QCPU). Pre-tests and post-tests were given to students to determine if the use of concept cartoons as an instructional material can improve student achievement. When post-test scores of experimental and control groups were compared, results revealed a statistically significant difference between experimental and control groups with respect to their achievement. In conclusion, the integration of concept cartoons in the teaching of evolution and diversity resulted in a significant improvement in the academic achievement of tertiary-level students.

To read more, visit-
https://link.springer.com/chapter/10.1007/978-981-287-524-2_8

Accounting

Liu and Elms (2018) posit that animation constitutes a powerful pedagogical tool by combining audio messages with tailored visual cues and graphics, to serve the dual functions of explaining complex concepts and engaging student interest in the learning process. The study explored the use of a series of animated videos to teach advanced accounting at an Australian university. Based on survey responses from 254 undergraduate students over two semesters, evidence was provided of the specific avenues through which animated instructional videos enhanced students' learning experience, including increased engagement and interest, improved understanding and greater flexibility in self-directed learning. Additionally, character design, voice acting and dialogues in animated videos were found vital to improving student engagement.

students' interest and learning motivation. Therefore, it can be used as an assistant tool in science education for learning marine ecology and promoting ecological protection of oceanic environments as well.

To read more, visit-
https://eric.ed.gov/?id=EJ816677

Art

Art teachers who are trained to utilise museums' resources are more likely to include it in their instructional methods for teaching Art Education in their classrooms. As a result of this utilisation, students' vocabulary and knowledge are becoming significantly enhanced by these reliable sources. Art Museums provide students, teachers and professional Artists with an unparalleled resource to develop knowledge and understanding on practical, theoretical and aesthetic levels.

To read more, visit-
https://www.scirp.org/journal/paperinformation.aspx?paperid=78467

Pharmacology

In a study initiated by Parmar et al (2018), at the Department of Pharmacology and Therapeutics, after obtaining the permission from the Ethics Committee of Seth GS Medical College and KEM Hospital, Mumbai, it was found that 2nd year undergraduate pharmacology students perceived that visiting museum improved their knowledge of various dosage forms of the drugs, and the display card information did aid in understanding practical aspects of pharmacology.

To read more, visit-
https://www.scirp.org/journal/paperinformation.aspx?paperid=78467

Marine Ecology

Tarng (2008) conducted a qualitative study and the results showed that a virtual marine museum could raise

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reference to literature that acknowledges the similarities between the visual and verbal arts and its potential for developing English language macro skills.

To read more, visit-
https://www.academia.edu/43390093/Utilising_art_museums_as_learning_and_teaching_resources_for_adult_English_language_learners_The_strategies_and_benefits

Psychology

According to Wickstrom (2022), several former psychiatric hospitals function as museums today, shedding light on mental health history, telling the stories of the residents by displaying their artwork, chronicling the mistreatment they faced with surgical tools and equipment, and challenging visitors to overcome their own internal stigmas surrounding mental illness. (A few such museums are the Glore Psychiatric Museum in Missouri, the Oregon State Hospital Museum, and California's Patton State Hospital Museum.) Also, by committing to greater accessibility, education, and compassion, museums can be part of the solution to the discrimination that people with mental illness experience all too often.

To read more, visit-
https://sites.tufts.edu/museumstudents/2022/02/15/teaching-mental-illness-at-the-museum/

Anthropology

Based on experience in teaching both undergraduate and postgraduate students, Peers and Vitelli (2020) provide examples and a framework for a class exercise which supports students to learn from objects and to think anthropologically about them.

Encounters with the sensory provocations and embodied stories of material culture have the potential to ground and open up key issues of anthropological enquiry for students at all levels.

To read more, visit-
https://www.teachinganthropology.org/ojs/index.php/teach_anth/article/download/529/591/

Natural History

Allmon et al (2017) conducted a survey of instructor-developed activities performed within a host of natural history museums—with particular attention devoted to the Museum of the Earth, an affiliate of Cornell University. The results suggested that natural history exhibitions, regardless of size and scope, can complement and strengthen formal education in an undergraduate setting.

To read more, visit-
https://www.cambridge.org/core/journals/paleontological-society-special-publications/article/abs/using-museums-to-teach-undergraduate-paleontology-and-evolution/79EE098A3E2018788679B2798DA6F25F

Art History

Murawski (2014) uses video films of museums in order to help facilitate professor-led discussions in Art History classrooms, before the college students physically go to the museums. He says that the availability of the short museum segments enhances professor/student engagement for a variety of academic disciplines. But for art history, these films can provide a number of pedagogical objectives. He

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uses these films as introductions to the self-guided museum visits that he then must now assign to the 100+ students in his courses. The students also view the films in class after they have toured the museum and handed in their formal analysis assignments.

To read more, visit-
https://artmuseumteaching.com/2014/01/20/bringing-the-museum-into-the-art-history-classroom/

Paleontology

According to Allmon et al (2017), museum exhibitions possess a long history of serving as useful tools for teaching both paleontology and evolutionary biology to college undergraduates. Yet, they are frequently under-appreciated and underutilized. However, they remain potentially outstanding resources because they can be used to meet a spectrum of learning objectives related to nature of science, real-world relevance, and student interest.

To read more, visit-
https://www.cambridge.org/core/journals/paleontological-society-special-publications/article/abs/using-museums-to-teach-undergraduate-paleontology-and-evolution/79EE098A3E2018788679B2798DA6F25F

Archaeology

According to Aljahwari et al (2019) studying archaeology courses within the university museum is more useful for students than teaching within the traditional classroom of the university. To test this hypothesis, the Department of Archaeology in the College of Arts and Social Sciences at Sultan Qaboos University and its archaeology museum
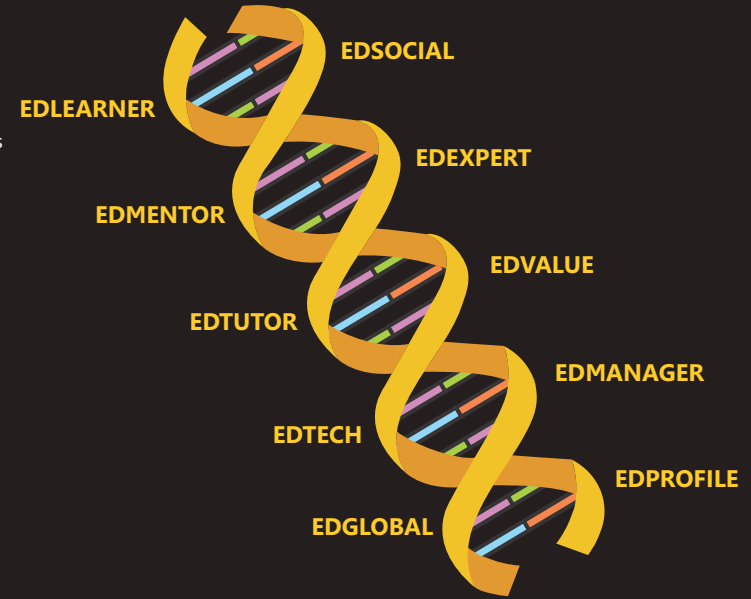
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were taken as a case study. A number of archaeological courses are taught within this museum, while other courses are taught in traditional classrooms. In order to determine the impact of teaching of archaeological courses in the University Archaeology Museum, a questionnaire was designed to measure the degree of such an effect. It was distributed to all students studying archaeology courses in the spring of the academic year 2019 in the Department of Archaeology. The results indicated that the majority of students believe that the courses they studied at the museum contributed significantly to increasing their academic achievement and understanding of their contents more than those they studied in the normal classroom.

To read more, visit-
https://www.researchgate.net/publication/341450302_Teaching_Archaeology_in_a_University_Museum_Archaeology_Museum_at_Sultan_Qaboos_University_as_a_Case_Study
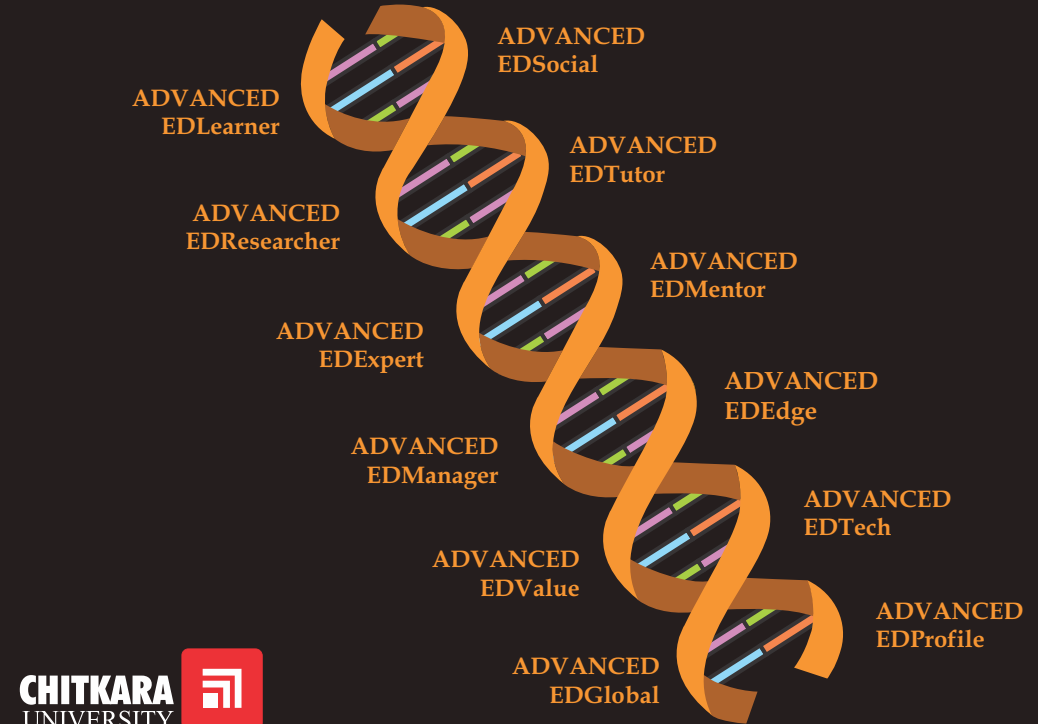
Let's use innovative teaching strategies, one of it being Museum As A Teaching Tool in our programmes for better engagement, retention and absorption of the content.

To know more, visit-
progammecurator@chitkara.edu.in

MUSEUM AS A TEACHING TOOL

Definition and Types

Museums with rich artifacts inside them set the stage for understanding culture, art and history, therefore contribute for education. Instead of visiting like a spectator only, museums should be reviewed as locations to interact with items in display. Museums, being buildings rich in historical and cultural items where a community can display its past, culture and way of life, are places that can be used for educational purposes. Different learning environments such as museums may ensure the permanence of the education taken by conversion of the institutional knowledge given by schools into activities (Baykan, 2007).

The importance of museums in education is emphasised by many theorists in the emergence of the concepts of efficiency in education, gaining experience, environment, interaction and constructivism; because the museum environment represents the extrovert and ideal place that can contribute to mental, physical, emotional, educational and social development of students by enabling them to practice and to experience. Museums help students to understand that they are members of that society

and form the basis of personality and self-confidence construction by introducing the documents related to the culture within social interaction. Museums particularly in multicultural societies play an important role in integrating various groups together (Tezcan, 2001).

There are different types of museums. Some are discussed below:

Archaeology Museums- These museums display archeological artifacts. They can be open-air museums or they can exhibit items in a building.

Art Museums- These museums are also known as art galleries. They are spaces for showing art objects, most commonly visual art objects as paintings, sculpture, photography, illustrations, drawings, ceramics or metalwork.

Encyclopedic Museums- These museums are usually large institutions and they offer visitors a wide variety of information on many themes, both local and global. They are neither thematically defined nor specialised.

Historic House Museums- These museums are a house or a building turned into a museum for a variety of reasons, most commonly because the person that lived in it was important significance or something important happened in it. House is often equipped with furniture like it was in the time when it was used. Visitors of the house learn through objects that tell story of the house and its inhabitants.

History Museums- These museums can collect objects and artifacts that tell a chronological story about particular locality. Objects that are collected

could be documents, artifacts, archeological findings and other. They could be in a building, historic house or a historic site.

Living History Museums- These are the type of a museum in which historic events are performed by actors to immerse a viewer and show how certain events looked like or how some crafts were performed because there is no other way to see them now, because they are obsolete.

Maritime Museums- These are the specialised museums for displaying maritime history, culture or archaeology. Primarily archaeological maritime museums exhibit artifacts and preserved shipwrecks recovered from bodies of water. Maritime history museums, show and educate the public about humanity's maritime past.

Military and War Museums- These museums are specialised in military histories. Usually organised from a point of view of a one nation and conflicts in which that country has taken part. They collect and present weapons, uniforms, decorations, war technology and other objects.

Mobile Museums- These are the museums that have no specific strict place of exhibiting. They could be exhibited from a vehicle or they could move from museum to museum as guests. Also a name for a parts of exhibitions of a museum that are sent to another museum.

Natural History Museums- These museums usually display objects from nature like stuffed animals or pressed plants. They educate about natural history, dinosaurs, zoology, oceanography, anthropology, evolution, environmental issues, and more.

A BRIEF HISTORY

The history of museums is a long one. The existence of Homo Sapiens is linked with art and art is a way of linking people with other people. In addition, the desire to create and share what is created is closely affiliated with the desire to collect. The creator, the collector, the viewer, and the artwork are all parts of one equation, and the museum is the blackboard on which it is written. Museums today are diverse but we can all roughly understand what makes a museum: exhibiting, collecting, preserving, and

researching humanity's cultural heritage. The English word "museum" has its origins in ancient Greece. The Greek word (Μουσεῖον) referred to sites devoted to the cult of the nine Muses (patron deities of the arts). With time, the word came to describe a place devoted to the study of art and finally gained its current meaning. In Classical antiquity, art was displayed everywhere; from public temples and buildings to houses of wealthy individuals.

To read more, visit-
https://www.thecollector.com/history-of-museums/

MUSEUMS IN EDUCATION

Museums provide more than 18 million instructional hours annually for educational programmes, such as guided tours for students, staff visits to schools, school outreach through traveling exhibits, and professional development for teachers. Museums help teach the state and local curriculum, tailoring their programmes in math, science, art, literacy, language arts, history, civics and government, economics and financial literacy, geography, and social studies. Museums are considered a more reliable source of historical information than books, teachers or even personal accounts by relatives, according to a study by Indiana University. Students who attend a field trip to an art museum experience an increase in critical thinking skills, historical empathy and tolerance. For students from rural or high-poverty regions, the increase was even more significant (Education Next, 2014).

To read more, visit-
https://www.blscm.org/single-

post/2017/05/06/museums-role-in-education#:~:text=Museums%20educ
ate%20people,student%20school%20
groups%20(AAM).

Museums in Primary Education

Dogan (2010) conducted a study to investigate primary school students' state of benefiting from museums in the schools of Ministry of National Education, within family and school frame. The participants of the study were 4th, 5th, 6th, and 7th grade students in teachers who delivered the Social Sciences course, and the museum staff. It was found that students' attention was greater if museums were entertaining. Families, on the other hand, also become interested when homework related to museums is given.

To read more, visit-
https://dergipark.org.tr/en/download/
article-file/164122

Museums in Secondary Education

Museums have great potential to help secondary students develop a deep understanding of the past. Marcus, Levine and Grenier (2012) used questionnaire and interview data from 94 secondary history teachers in Connecticut in an effort to understand teachers' objectives, practices, and dilemmas in using museums. The results indicate that while the teachers value museums for their potential to promote historical understanding, a number of factors limit the quantity and quality of museum trips, including cost, logistics, and teachers' level of knowledge and skill related to museums.

To read more, visit-
https://www.tandfonline.com/doi/abs/
10.1080/00933104.2012.649466

Museums in Special Education

Deng (2015) investigated the effect of learning in museums, an informal environment different from the traditional classroom, on children with special needs. She aimed to quantify and understand the value and impact of the museum experience through a mixed methods study design. Both quantitative and qualitative data were collected through a standardised scale, observations, parental surveys, and pre- and post-activity task evaluations. The results revealed a positive impact of the museum learning on knowledge acquisition and socialisation demonstrated by increases in the total number of the participants' information sharing and communication behaviours. The study contributes to improving our understanding of information and cultural needs of children with disabilities in an unconventional learning environment.

To read more, visit-
https://www.researchgate.net/publicat
ion/308565914_Inclusive_museum_an
d_its_impact_on_learning_of_special_n
eeds_children

Museums in Higher Education

Jacobs et al (2009) promote the value of museums as a teaching resource across the university curriculum. There is a great freedom to do in gallery spaces what professors can't do in their classrooms (Hammond, et. al, 2006). Museums offer primary source material

that should be used by universities for teaching and learning (Hammond, 2006; Jacobs, et. al, 2009; Kuster, 2008). Additionally, museums offer university students experience that is useful for their future careers (Bonner, 1985; Burcaw, 1997; Danilov, 1994; Lewis, 2007; Stevens, 2008; Stone, 1996; and Zeller, 1987). Museums have proved to be very useful as a pedagogy technique in the higher education field. Various researches in Higher education field are discussed below.

To read more, visit-
https://core.ac.uk/download/pdf/5128
9279.pdf

Teacher Education

Pavlou (2022) focused on the challenges and opportunities that were created because of the pandemic for experiential and collaborative learning during a museum education course addressed at student teachers in the context of initial teacher training. It focused on a series of activities and reflective practices that took place in order to promote student engagement and active learning in the online environment within which the course was materialised, such as object-based learning and museum visits. These experiences have implications for museum education through online training and contribute to the digital transformation of teacher training courses in Higher Educational Institutions.

To read more, visit-
https://onlinelibrary.wiley.com/doi/full
/10.1111/jade.12404

Medicine

Medical school museums are a permanent educational resource that

provides access at the individual's convenience. They may be considered a supplemental approach to providing graduate and postgraduate medical students with materials for the study of not only anatomy, but also of other basic and clinical sciences, such as embryology, pathology, and surgery. Kagan et al (2022) designed a study to explore how an integrative art museum-based programme might benefit 3rd and 4th year medical students. The results suggested that the visual arts may facilitate clinically relevant learning across a range of competencies via specific formal aspects (group format, method, setting, objects) of art museum-based pedagogical methods.

To read more, visit-
https://www.ncbi.nlm.nih.gov/pmc/art
icles/PMC8648011/

https://www.researchgate.net/publicat
ion/302405863_The_Use_of_Medical_S
chool_Museums_in_Teaching_Anatom
y_Within_an_Integrated_Medical_Curri
culum

Engineering

According to Sampaio (2018), a museum, when inserted in a Technical University, is a privileged place for the preservation of the historical memory concerning the construction techniques evolution along ages. The construction industry has been evolved in teaching methods, in the use of specific equipment and applied technologies, and in the way of presenting and making drawing. The Museum presents a reminder of how the technology advanced to the current methodologies of work.

Languages

Ahluwalia, Gupta and Aggarwal (2011) conducted a language laboratory programme in which forty-two first-year engineering students from a college in India were introduced to blogs and instructed to use them for recording their laboratory work. Data collection reveals that despite encountering, some difficulties, students had an overall positive attitude towards using blogs in their learning of English. A follow-up study was conducted a year after the initial study and the results supported the original findings.

To read more, visit-
https://files.eric.ed.gov/fulltext/EJ1051503.pdf

Teacher Education

Hall (2017) discussed the use of blogging as an instructional practice and explained how it has the potential to reshape teacher education. They discussed how blogging worked to support in-service K through 12 literacy teachers' professional development. They found that the blogging that occurred in this study demonstrated that, without support, teachers are unlikely to engage in critical reflection either in their writing of blog posts or in the comments they leave. However, providing structures that support critical reflection can reshape how teachers approach blogging and shift how they view literacy learning and instruction. How teacher educators engage with blogging as a tool is critical to supporting deep reflection.

To read more, visit-
https://www.scirp.org/journal/paperinformation.aspx?paperid=78467

Psychology

Peek et al (2015) discuss that studies have shown that consumers search for much of their medical information on the Internet, particularly utilizing blogs and social media platforms. As the mental health field is riddled with misinformation and stigma, this offers a unique opportunity for psychologists, psychiatrists and other mental health professionals to reach a broad audience for mental health education and advocacy.

To read more, visit-
https://link.springer.com/article/10.1007/s11920-015-0629-2

Architecture

Baldea and Maier (2015) discussed how specific and dedicated blogs can be used as a tool for teaching and a channel of didactic dialogue with students concerning the activity of the Architecture Design Studio at the Faculty of Architecture of the Polytechnic University of Timisoara. Three different blogs for three different years of study had been developed at the beginning of the study year of 2012/2013, as a necessary addition to traditional communication of an essentially applicative subject, at the initiative of the teachers involved in the design studio. The researchers discussed the activity and educational accomplishments of the blogs from their debut until the present, comparing them at the same time while also discussing different concepts on the use of blogs in the teaching process.

To read more, visit-
https://www.researchgate.net/publication/282496289_Using_Blogs_as_a_Communication_tool_for_Teachi

ng_Students_in_the_Architecture_Design_Studio

Journalism

Chung et al (2008) aimed to compare journalism professionals' and journalism educators' uses and perceptions of blogs. Additionally, this study sought to identify conditions associated with blog use and perceptions among professional journalists and journalism educators. This study's findings indicate that while the overall use of blogs is low, journalism professionals are using blogs significantly more than journalism educators for research/surveillance and interactive communication. Notably, blogs are used more frequently for informational purposes despite their interactive nature and credibility issues. Within the professional journalist group, online journalists are the most avid blog users, generally followed by television journalists. Educators who taught primarily conceptual courses do not appreciate the use of blogs as much as their colleagues who teach primarily skills-based courses or a combination of both skills and conceptual courses though many use blogs passively for research/surveillance.

To read more, visit-
https://www.teachinganthropology.org/ojs/index.php/teach_anth/article/download/529/591/

Economics

Cameron (2011) explored the use of blogs in the teaching and assessment of a small (40-60 students) introductory economics paper. The role of blogs as a teaching, learning and assessment tool was discussed. Using

qualitative and quantitative data collected across four semesters, students' participation in the blog assessment was found to be associated with student ability, gender, and whether they were distance learners. Student performance in tests and examinations did not appear to be associated with blog participation after controlling for student ability. However, students generally reported overall positive experiences with the blog assessment.

To read more, visit-
https://www.researchgate.net/publication/228312307_'Economics_with_Training_Wheels'_Using_Blogs_in_Teaching_and_Assessing_Introductory_Economics

Soil Science

Abit, MacNelly and Abit (2018) conducted a study on students' perception of blogs as a toll in Soil Science courses. Pairs of students were assigned a topic and given instructions to prepare a blog with scientific content but written conversationally within an 850-word limit. After review by the instructor, the blogs were posted on a blog site for everyone in the class to read and study. All students agreed that writing blogs were a good way to learn a new topic, and reading the blogs of others offered additional learning opportunities. Eighty-five per cent of the students prefer writing blogs over writing term papers. Results indicate that blogs are effective teaching tools and viable alternatives to full-length term papers as a writing assignments.

To read more, visit-
https://www.jstor.org/stable/26769557

Hospitality

Cobanoglu (2006) discusses how blogs have become a common marketing tool in the hospitality industry. They also promised to be an effective educational tool. This report analyses the use of blogs as a learning tool. Students from two hospitality technology courses were asked to create a blog and add postings to this blog throughout the semester. At the end of the semester, they were given a survey to measure their perceptions of blogs as a learning tool. A large majority of the students found the task of creating blogs easy with proper instructions. A majority of the students also found blogs effective in learning new material about class subjects. The students perceived that the interaction among peers increased due to the blog assignment.

To read more, visit-
https://www.researchgate.net/publication/26578999_An_Analysis_of_Blogs_as_a_Teaching_Tool_as_Perceived_by_Hospitality_Management_Students

Law

Roger (2018) discussed how blogs can potentially have a dual advantage: enriching a law student's educational experience whilst simultaneously educating the general public. Through a case study analysis of a blog project employed in a clinical legal education module at Northumbria University, the opportunities, challenges and limitations of using blogs in this way will be explored from both a pedagogical and public legal education perspective.

To read more, visit-
https://www.jstor.org/stable/26769557

Marketing

Yeh and Zoeckler (2022) in their research compared results of using case study assignments presented either as traditional written descriptions or as a combination of online resources including video clips, blogs, and vlogs. Research results indicated that learning outcomes for case study assignments presented through online resources improved significantly for the learners. Various types of students gained benefits differently. Higher achievers gained more than average achievers, and struggling students obtained necessary gains sufficient to pass the case study assignments. Marketing educators should consider incorporating modern online content in curriculum design components such as case study assignments to improve student learning.

To read more, visit-
https://www.tandfonline.com/doi/abs/10.1080/10528008.2021.2015605
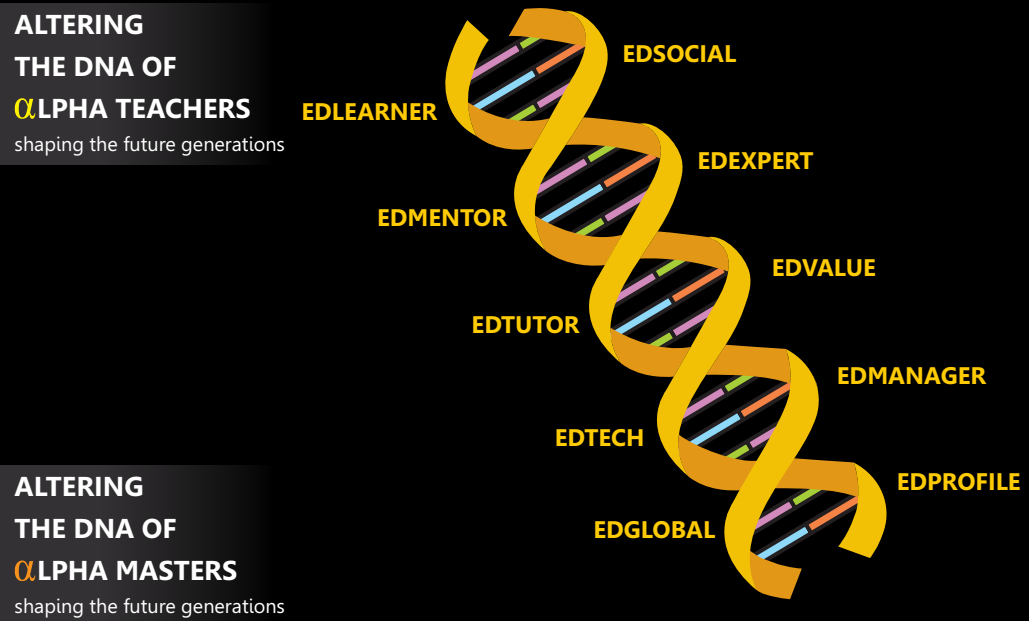
BLOGS AS A TOOL OF TEACHING

Definition and Types

"Blogging" - a contraction of the term "web logging" is best described as a form of micro-publishing. Blogging has become firmly established as a web-based communication tool. The blogging phenomenon has evolved from its early origin as a medium for the publication of simple, online personal diaries to the latest technology, the "killer app" that can engage people in collaborative activity, knowledge sharing, reflection and debate (Hiler, 2003). Many blogs have large and dedicated readerships, and blog clusters have formed, linking fellow bloggers with their common interests.

"Blogs" have evolved along similar lines to other forms of human communication in that they are a product of convenience rather than design. Based on the reverse chronological posting of news items, invariably containing hyperlinks to third-party sites, and an opportunity for readers to enter personal responses to articles, this otherwise quite organic and unstructured format of delivering information via the World Wide Web (WWW) came to be known as "blogging" after "weblog" was abbreviated to "blog" (Jacobs, 2003).

Types of Blog

The five of the most common types of blogs are:

Personal Blog - As the name implies, a personal blog is about the person who runs the blog. A personal blog is very different from the other types of blogs because it contains the opinions and beliefs of the blogger. Some of the oldest blogs on the internet are personal blogs. Their owners started way before the internet became very popular. They began by documenting their daily lives and experiences for others to read. Usually, personal blogs are not set up to make money.

Business Blog - One of the best ways to demonstrate your knowledge and expertise is with a business blog. A business blog contains content focused on an area of speciality to attract the attention of potential clients. The business or blog owner makes money through the products and services they offer to the readers.

Affiliate Blogs - An affiliate blog is a blog that posts content promoting other products and services. The blog owner typically writes product reviews or tutorials and includes a link for the reader to buy the product or service. These links are called affiliate links, and when clicked to purchase it is made the blogger receives a small commission.

Niche Blog - Niche bloggers focus their content on a specific subset of a broader topic. They solve a particular problem and have a specific audience. This technique is one of the most effective ways to blog and will help you gather dedicated followers quickly.

News Blog - A news blog is the most intense and expensive type of blog. Successful news blogs require a massive infusion of content and multiple posts per day. News blogs are more formal than other types of blogs and often require a massive team and budget to maintain.

To read more, visit-
https://www.researchgate.net/publication/27472686_Exploring_the_Use_of_Blogs_as_Learning_Spaces_in_the_Higher_Education_Sector

https://www.angiegensler.com/what-is-a-blog/

A Brief History

The first blog was Links.net, created by Justin Hall while he was a Swarthmore College student in 1994. At that time, they were not called blogs. He just referred to them as his homepage. It wasn't until 1997 that the term "weblog" was coined. The word's creation has been attributed to Jorn Barger of the influential early blog Robot Wisdom. The term was created to reflect the process of "logging the web" as he browsed. 1998 marks the first known instance of a blog on a traditional news site when Jonathan Dube blogged about Hurricane Bonnie for The Charlotte Observer. "Weblog" was shortened to "blog" in 1999 by programmer Peter Merholz. It's not until five years later that Merriam-Webster declares the word their word of the year. The original blogs were updated manually, often linked from a central home page or archive. This wasn't very efficient, but unless you were a programmer who could create your custom blogging platform, there weren't any other options, to begin with. During these early years, a few different "blogging" platforms cropped up. LiveJournal is probably the most recognizable of the early sites. And then, in 1999, the platform that would later become Blogger was started by Evan Williams and Meg Hourihan at Pyra Labs. Blogger is responsible for bringing blogging to the mainstream.

To read more, visit-
To read more, visit:
https://en.wikipedia.org/wiki/History_of_blogging#:~:text=The%20term%20%22weblog%22%20was%20coined,in%20April%20or%20May%201999.

https://www.researchgate.net/publication/27472686_Exploring_the_Use_of_Blogs_as_Learning_Spaces_in_the_Higher_Education_Sector

Blogs in Education

According to Ray (2006), blogs in education or EduBlogs can be used to communicate, as instructional resources, as collaborative tools, and as showcases for student projects. As an electronic bulletin board, an EduBlog provides a fast, efficient means of communication. It can be used to post class announcements for parents or provide schedule reminders for students. EduBlogs can be used as instructional resources, in which teachers can post tips, explanations, or samples to help students learn. Instructors can post hyperlinks to websites that provide assignment-related homework helpers and resources. EduBlogs can also be used as collaborative tools for student projects. EduBlogs have some advantages in the context of teaching and learning. They can enhance learning, motivate students and foster collaboration among learners (Holzberg, 2003). Students can develop and express their ideas and receive feedback from others. The posts and comments on a blog can be updated easily and promptly (Clyde, 2005). Blogs also provide instructors with an opportunity to extend learning and engage students beyond the walls of the classroom (Downs, 2004). Ellison and WU (2008) discussed several benefits of using blogs in education. Blogs can potentially enhance analytic and critical thinking skills because the critical skill of writing is central to the act of blogging. The participatory and decentralized nature of blogging discourages the traditional "sage on the stage" approach to teaching and enhances knowledge sharing between students as well as between the instructor and the students. The ability to express oneself on blogs also enhances the development of digital literacy. Additionally, incorporating blogs into curricula also has the potential to shift learning from a time-and space-bound activity that occurs only in the classroom to an activity that is ubiquitous and embedded in real-world issues and events.

Richardson (2006) listed four things that blogging allows students to do:

(1) Reflect on what they are writing and thinking as they write and think about it

(2) Carry on writing about a topic over a sustained period of time

(3) Engage readers and audience in a sustained conversation that leads to further thinking and writing

(4) Synthesise disparate learning experiences and understand their collective relationship and relevance

Blogs in Primary Education

Yeh and Lai (2011) conducted a study on the possibility of using blogs on constructing a teaching platform for reading instruction and the reactions of students to blog reading. The subjects of this study were 33 students in sixth grade. A blog for reading instructions was first created. The students participated in the activity by posting their answers, opinions or discussions of the questions which the teacher posted on the blog.

The blog served as a tool for reading instructions as well as a medium for exchanging free-flowing options, which is difficult to be carried out in a traditional class.

Ebrecht and Ku (2014) conducted a study on three elementary schools and found that classroom blogging provides teachers with an instructional activity which is project-based and student-centred, a learning opportunity shown to increase student engagement and motivation, promotes collaborative learning through the use of technology, embeds readily into existing instruction, offers students opportunities to attain and practice essential literacy skills and offers students an opportunity to attain and practice 21st-century technology skills.

To read more, visit:
https://www.researchgate.net/publication/277849349_Applying_Blogs_into_Reading_Instruction_for_Primary_School_Students

https://digscholarship.unco.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1019&context=jeri

Blogs in Secondary Education

Elsawi (2020) conducted a study that investigated the effectiveness of using a blog on improving the creative writing skills of first-year secondary school students. The sample of the study consisted of (30) students at Mohamed El-Tayeb Official Language School. It utilised the one-group quasi-experimental design with its pre-post testing procedures. The instruments included a creative writing skills test for secondary school students, creative writing skills checklist, a rubric for assessing the creative writing skills test and interviews for teachers and students. It was administered to measure the effectiveness of using blogs. The study was conducted during the academic year 2019/2020. The results showed that there were statistically significant differences between the mean scores of the participants in the pre-post testing of creative writing skills favouring the post-testing. The study concluded that using a blog proved to be effective and has considerable contributions to improving the creative writing skills of first-year secondary school students.

To read more, visit:
https://www.researchgate.net/publication/350802794_The_effectiveness_of_using_blogs_on_improving_secondary_school_students_creative_writing_skills

Blogs in Higher Education

Garcia et al (2019) conducted a study on 600 higher education students in the UK and the US and found that students do perceive higher degrees of learning from using blogs, but the recognized benefits of using blogs are influenced by the students' attitudes towards the use of technology in teaching and learning, their perceived usefulness of blogs, and the extent to which they have used blogs previously.

To read more, visit:
https://www.researchgate.net/publication/332006577_Student_learning_in_higher_education_through_blogging_in_the_classroom

Medicine

At Penn State University College of Medicine, Oser and Oser (2022) developed a Humanities elective to educate fourth-year medical students through the use of patient and caregiver blogs. They chose to use type 1 diabetes as the model chronic condition. The course consisted not only of didactic sessions but also relied heavily on the use of their course blog. To encourage students to post freely and to ensure participation, they assigned aliases ("ketone, "insulin", etc.) for students to use when posting comments on the class blog. Topics covered included views of "non-adherence," the patient-doctor relationship, and why patients may be less than honest with their doctors. Students also identified blogs for other chronic conditions and discussed the presence or absence of medical misinformation, including looking for third-party certification of a blog and/or its content. The course concluded with a session on using social media in professional medical endeavours, and by having the students' design blogs for their future (hypothetical) professional practices. Students felt the course "gave exposure to the vast online community/resources patients turn to and insight into the daily struggles of having a chronic disease."
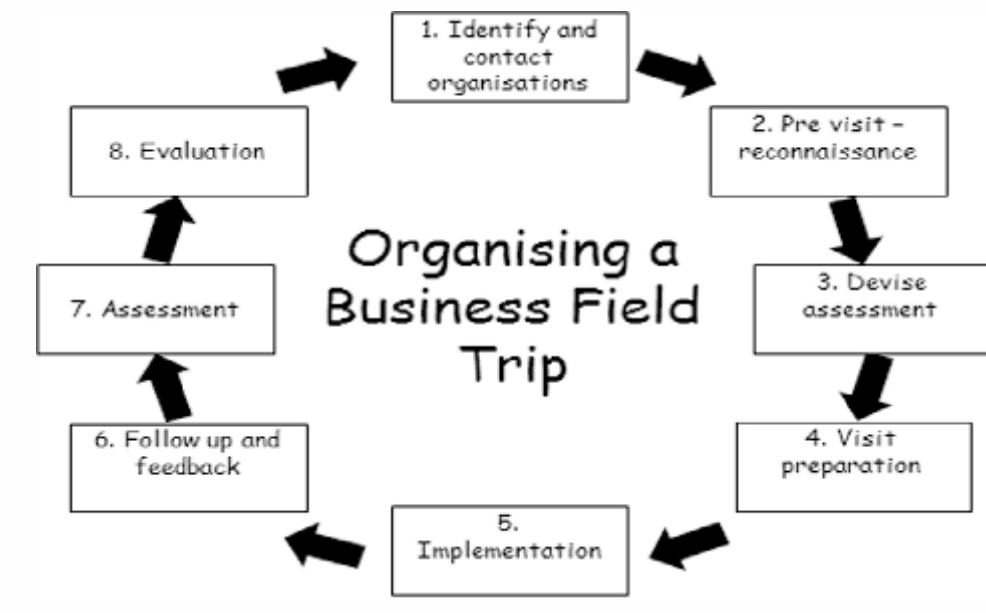
To read more, visit-
https://www.stfm.org/publicationsresearch/publications/educationcolumns/2016/november/

Engineering

A study by Udai and Kumar (2014) revealed that engineering students were interested to use blogs as a learning tool. Students agreed that blogging not only helped them to strengthen their knowledge of the subject but also empowered them to express their opinions more easily when compared to the classroom. Blogs were used as a platform to implement an alternative way to engage students other than classrooms. It was found to be very promising. The groups of students surveyed were very enthusiastic about blogging and almost unanimously agreed to recommend this platform as an alternative way to engage them in classroom learning.

To read more, visit-
https://www.researchgate.net/publication/316990952_Enhancing_Engineering_Education_in_an_Indian_Education_System_WebBlogs

Organising a Business Field Trip

1. Identify and contact organisations
2. Pre visit – reconnaissance
3. Devise assessment
4. Visit preparation
5. Implementation
6. Follow up and feedback
7. Assessment
8. Evaluation

FIELD TRIPS AS A TEACHING TOOL

Definition and Types

A field trip, which may also be termed as an instructional trip, school excursion, or school journey, is a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts and subject matter.

Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes.

Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010). The connection between the field trip

venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom (Lei, 2010).

Field trips may be planned for five purposes:
1) To provide firsthand experience,
2) To stimulate interest and motivation in the subject,
3) To add relevance to learning and interrelationships
4) To strengthen observation and perception skills

5) To promote personal (social) development

Types of Field Trips

Formal Field trips - Formal field trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs. One student's experience is essentially the same as any other student's experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda. However, there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007).

Informal Field trips - Informal field trips are less structured and offer students some control and choice concerning their activities or environment. When observing students interacting in an informal education setting such as a science center or field station, teachers are often amazed by how much students know and which students possess the most knowledge (Rennie, 2007). Students feel at ease in an informal learning environment. The focus may be individualized, activities are not competitive or assessed, interaction is voluntary and unforced, and social interaction is encouraged. Together, these qualities create an intrinsically motivated student (Rennie, 2007) that encourages students to examine their connection to the local and national communities, as well as their connection to the local and global

ecosystems (Krepel & Durral, 1981).

Field Trips in Education

A field trip is one of the best tools that we one can use to provide students with real-world experiences. Whether that's a trip to the local grocery store, water-front park, a library, a museum, a theater, a community garden or a restaurant, each experience it contributes to their understanding of the world.

When students leave the classroom, they see the connections between what is happening at school and in the 'real-world'. They begin to see that what they learn within the walls of the classroom can help them solve the problems they see in the world around them and can have a direct impact on who they become as people.

Field trips can make it possible to take students to see an underwater ecosystem at an aquarium, participate in science-related work on a river bank, use high powered microscopes, see and touch historical artifacts in person and present on a public stage among hundreds of other things. Each experience solidifies learning and supports important academic concepts.

To read more, visit-

Field Trips in Primary Education

Kiziltak and Sak (2018) used a static-group pretest–posttest design to investigate how the social–emotional skill development of 36 Turkish children aged 48–66 months was affected by the integration of field-trip activities with other activities in their preschool curriculum. It was carried out in two preschool institutions over 12 weeks during the 2015–2016 school year. The experimental group (n = 18) was taken on field trips tailored to activities in the existing preschool curriculum, while for the control group (n = 18), no such interventions were made. The pretest scores of the experimental and control groups were not significantly different, whereas their posttest scores indicated a significant positive effect of field-trip activities on the social–emotional skills of children in the experimental group. A follow-up test administered 12 weeks after the posttest found that these positive effects persisted.

Field Trips in Secondary Education

Shabbir, Akhtar and Arshad (2019) determined the impact of field trips on students' attitudes at secondary level. The population for this research was

institutes. Attitude to Science Questionnaire (ASQ) containing content from physics was used as research instrument. It was very clear from the findings that experimental group had positive attitude towards science as compared to other group. It was also found that field trips promote scientific attitude and develop positive interest of the students in science. The school administration may manage field trips for the promotion of scientific attitude in the students.

To read more, visit-

Field Trips in Higher Education

Field trips can be very beneficial in higher education. The importance of field trips in different fields of higher education is discussed below.

Field Trips in Geology

Elkins and Elkins (2007) conducted a study to quantify improvements in introductory students' concepts in geoscience after completion of a nine week, entirely field-based geology course. Sixty-three students participated in three consecutive introductory field programs and demonstrated statistically significant improvements in geoscience concept knowledge as a result of their experiences on the field programs. Conceptual content gain was assessed using a 19-item, scaled Geoscience

Concept Inventory (GCI). The scaled GCI mean pre and post-test scores of field course participants showed significantly greater improvement in geoscience concept understanding compared with scaled GCI scores from 29 other introductory geoscience courses from across the United States (n = 63 courses). Geology courses taught as an extended field trip result in improvements in geoscience concepts for their introductory students that are significantly greater than comparable campus-based courses.

To read more, visit-

Field Trips in Hospitality and Tourism

Field Trips in Geology

Goh (2011) conducted a study on 23 students who participated in a field trip as part of their hospitality and tourism degree programme. A comparative study was conducted among Year 1 and Year 2 undergraduates to examine differences between their perception of fieldtrips and their educational experience. Results revealed two key categories of attitudes: 1) learning towards subject, and 2) interest toward subject as motivational factors through fieldtrips. A key finding revealed Year 1 students' attitude towards fieldtrips as an enhancement to their education whereas Year 2 students viewed fieldtrips as a form of learning towards

their future career pathway.

To read more, visit-

Field Trips in Engineering

Field trips to construction sites for design classes can directly relate class assignments to real structures, giving students a perspective on the interaction between disciplines (owner, architect, construction managers, sub-contractors and engineers), and boosting confidence of engineering students. While students are often excited to just get out of the classroom and see design calculations realized at the construction site, the opportunity for much deeper learning can take place if properly planned and executed. This has been reported for engineering curriculum field trips (Civjan, 2020).

To read more, visit-

Field Trips in Interior design Education

Thakur and Cai (2018) conducted a study on the students in a Materials of Interior Design class who completed a questionnaire after each field trip that was part of the course curriculum. The questionnaire asked students about their experience with different aspects of the field trip and their impact on learning. Sixty-one students from

three semesters of the course responded to the questionnaire for a total of 334 responses about nine different field trips. Almost all students (97.3%) deemed the field trip as necessary and agreed that course information should not be explained only in class. A majority of students preferred to have the information clarified in class after the field trip.

To read more, visit-

Field Trips in Teacher Education

Hamilton and Margot (2019) conducted a qualitative, yearlong study that focused on secondary preservice teachers' weekly community based field experiences at a newly opened secondary public museum school, located in a large Midwestern urban area. Specifically, pre service teachers worked weekly with sixth grade students in a n urban public museum setting as a part of a required undergraduate content areas literacy teacher education course. The study highlighted ways this community based field experience served as an important clinical component for pre service teacher learning. Working in this community based setting provided expand and varied opportunities to the preservice teacher learning, including practice using and facilitating small group instruction and opportunities to

support adolescents' learning through accessing, exploring and examining museum artifacts and exhibits.

To read more, visit-

Field Trips in Business Studies

Onyeiwu and Nguyen (2018) discussed the motivation, organization and outcomes of field trips in Managerial Economics and International Business classes. They used cost-benefit analysis to evaluate the pedagogical value of field trips, and suggested that many of the benefits are non-pecuniary. Although the benefits are subjective and difficult to quantify, pre-and-post tests administered to students suggest that field trips improved their knowledge, as well as enabled them to apply classroom learning to practical problems.

To read more, visit-

Field Trips in Pharmacy

Eksteen and Reitsma (2015) determined whether students' experience of field trips influenced their perceptions regarding a management module as part of their training as future pharmacists. A mixed-method sequential exploratory research design was used. Data was gathered through written narratives and focus group interviews, followed by surveys before and after the field trips. The students who participated in the field trips (experimental group)

had higher mean scores in the post-test than those who did not participate (control group). The experimental group was more positive about the module than the control group. The field trips improved the perception of students regarding the importance of the management module for future job preparation.

To read more, visit-
https://www.researchgate.net/publication/285637933_Field_trips_as_an_intervention_to_enhance_pharmacy_students'_positive_perception_of_a_management_module_in_their_final_year_A_pilot_study

Field Trips in English Language

Doan (2020) studied the application of field trips in Tourism English and General English teaching in Vietnam universities. Based on in-depth interviews and a quantitative research through a survey among 220 students from 2 separate universities in Vietnam, the research has drawn out the major effects including improving students' self-confidence, students' language skills and soft-skills, students' competence in applying theory to reality, students' language learning motivation that field trips have had on language learners, on the basis of which the recommendations and suggestions to improve students' language skills are suggested.

To read more, visit-
https://papers.iafor.org/wp-content/uploads/papers/aceid2020/A

Field Trips in Medicine

Friedland et al (2012) conducted a pilot study to assess an experiential field trip as a novel method of enhancing medical knowledge in ambulatory pediatric feeding and safety. Resident physicians and medical students visited a local children's store, where they took part in an interactive store tour, product discussions, and product demonstrations led by a physician educator. Participants also completed a 20-question pretest and a 20-question posttest related to common ambulatory pediatric feeding and safety issues, based on recent American Academy of Pediatrics (AAP) policy statements and practice guidelines. The inclusion of experiential learning through an interactive field trip in the curriculum of medical training was acceptable and feasible and showed short-term improvements in knowledge of AAP safety and feeding concepts.

To read more, visit-
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3399621/

Field Trips in Criminal Justice

Parrello and Valentine (2022) conducted a study on undergraduate students at a small, private, Northeastern college who signed up for the college's annual criminal justice field trip to Eastern State Penitentiary

in Philadelphia, Pennsylvania. A sample of 26 undergraduate students was used for the analyses and they completed both the pre- and post-tour in-person questionnaires. The results showed that the students gained knowledge about the history of the penitentiary system and the nature of prisons after participating in the field trip. There was an increase in correctional and penological knowledge by answering more questions correctly. Students demonstrated a greater knowledge about the penitentiary system during the semester following the tour compared to before participating in the tour.

To read more, visit:
https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1147&context=elthc

Field Trips in Criminal Justice

Zakarias et al (2018) attempted to investigate the impact of field trips on students' perspective towards the Physics subject. A field trip to the National Planetarium was organised, alongside a few activities which were carried out during the outing to gauge the change in perception towards the subject. The sample comprised 30 student volunteers from Diploma in Science University Technology, Tapah Campus. After completing the pre-test to record their initial standpoints on the subject, a set of questionnaires was distributed to the sample for data collection. The results showed that

field trips should be organized often as the majority of the students agreed that the field trip did improve their perception of Physics subject.

To read more, visit:
https://www.researchgate.net/publication/324872587_The_Impact_of_Field_Trips_on_Students'_Perspective_Towards_Physics

Field Trips in Chemistry

Malbrecht et al (2016) claimed that field trips are an underutilized opportunity to provide depth and richness in college-level chemistry courses. They found that a field trip, such as to the Advanced Photon Source (APS) at Argonne National Lab, greatly enhanced the impact of a course in X-ray crystallography. Students who attended this field trip reported that it was a highlight of the course and developed a lasting interest in the science of X-ray crystallography as a result.

To read more, visit:
https://www.researchgate.net/publication/305506694_Teaching_Outside_the_Classroom_Field_Trips_in_Crystallography_Education_for_Chemistry_Students

Field Trips in Management Studies

FIELD (Field Immersion Experiences for Leadership Development) Trip, an acronym coined by Harvard Business School, proposes to teach the students the difference between knowing and doing. It enables the young managers to learn how to work as a team, solve real-life business and apply theoretical knowledge into practice. For

management students, field trips are not just a chance to escape the confines of the classroom, but a first-hand practical experience of the concepts that they have learned in the classroom throughout the curriculum. For example, according to Jonathan (2022), Globsyn Business School (GBS) has always included field trips, commonly called 'industry visits' in their curriculum, as it helps students to step out of the boundaries of traditional pedagogic methods and put into practice experiential learning.

To read more, visit:
https://www.globsyn.edu.in/blog/role-of-field-trips-in-the-life-of-management-students

Field Trips in Nursing

Hassan, Eltayeb and Mohammedalhussin (2020) conducted a study to assess the experience of field trip during covid-19 as a learning method in Hayatt University College Khartoum, Sudan. An exploratory study was conducted at the Faculty of Nursing which included 60 students and 10 teachers specialized in community health nursing. They participated in three stages of a field trip, which involved preparation, application and termination of this experience. It was found that field trip provides real-world experience, increases the quality of education and improves the social relations outside of the four walls of the class room. It has many

benefits for student in all aspects and also for the community and finally improves the curriculum.

To read more, visit:
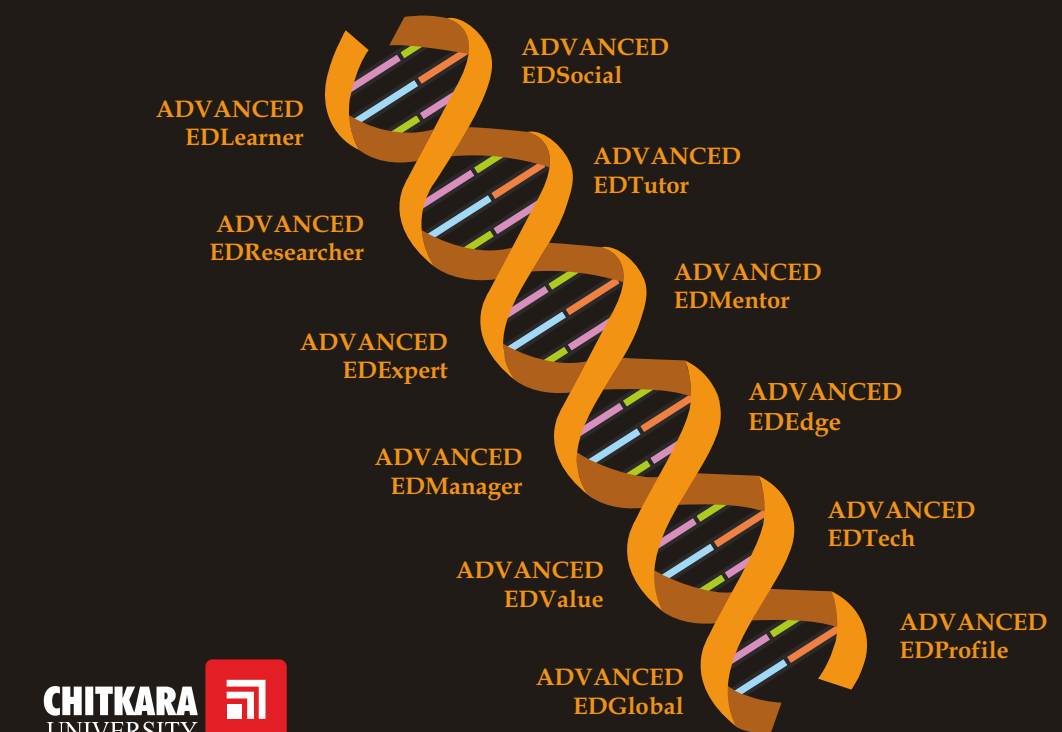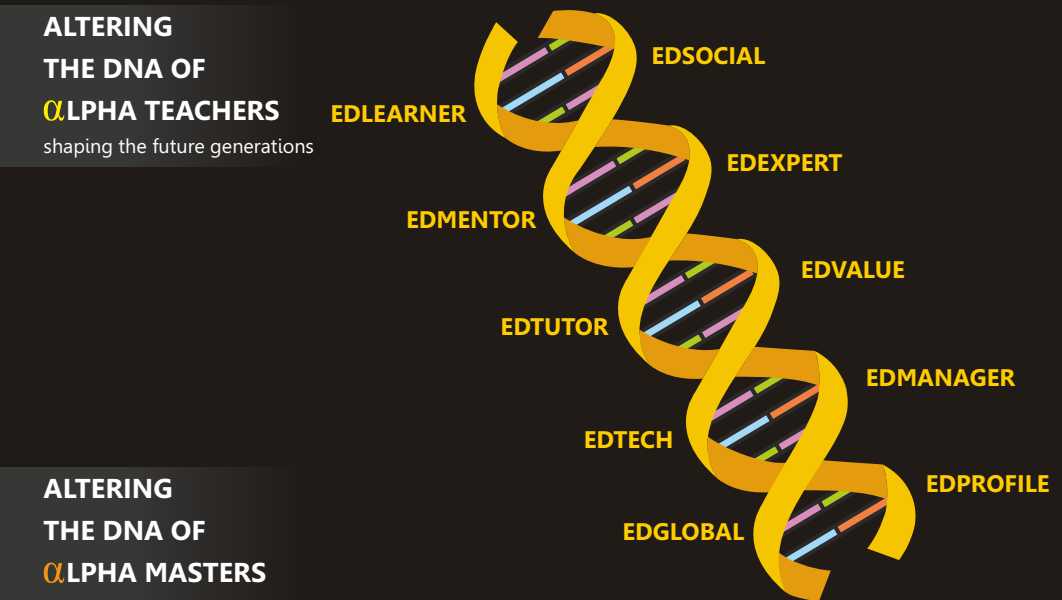https://www.ijsr.net/archive/v11i8/SR22803124305.pdf

Field Trips in Journalism

Duffield (2007) discusses how Journalism students at Queensland University of Technology have been able to do practical work overseas for course credit since 2000, by taking part in organised reporting field trips. Under this voluntary program, small groups engage in inter-cultural learning and work as foreign correspondents for campus-based media outlets. The program was started as part of a project for internationalisation of the Journalism curriculum and it posits that work in distant and unfamiliar settings will produce more concentration on the task and intensity of learning; it replicates the work of overseas correspondents.

To read more, visit:
https://www.researchgate.net/publication/27470736_Journalism_Reporting_Field_Trips_Practical_work_overseas_brings_home_to_students_'real_world'_implications_of_their_professional_preparation

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