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Introduction 266 words

This document contains a critical analysis on the integration of digital tools into adult education as a valid methodology to lead students to expand their knowledge and educators to simplify concepts through the use of digital activities that create interaction with students, support to measure the level of attention, generate discussions, permit easy assessment and effectively teach in any subject area. The components of this document have been subdivided into 4 sections: **The role of creativity and digital innovation**

which includes: divergences on technology integration into education, advance of technology in the world and differences before and after the advent of digital as strategy of teaching, investigation through the decades and possible weaknesses identified, students' responses in contemporary society and advantages of digital tools in the lessons; differences between traditional teaching and modern teaching using digital tools. Furthermore, in this document a lesson plan will be provided which describe how I approached and how I proposed the use of a digital tool specifically in the context of visual art **(Sections: Selection & Justification and Application of digital tool)** based on the relationship between observation of professional standards, monitor of students' responses, areas explored, conduct of behaviours, time management, pace of the session and final result where I was able to verify through assessments if the information provided were clear and if these were correctly absorbed by the students. The document is finalised by the **Evaluation** with reflections of the experience outcomes achieved through feedback released by students as verification, validation through assessments if the information provided were clear and if these were correctly absorbed by the students.

The role of creativity and digital innovation 1671 words

Nowadays we are in the transition between the conventional and the avant-garde in the system not only academic but for everything that concerns the normal administration of daily life. *"The use of IT has become a universal fact of life in employment"* (Fry, Ketteridge and Marshall, 1999 page 131)

'Technology is becoming a pervasive tool in the normal communication and

information-handling strategies of people throughout the world, there is still much to be learnt from the last several decades of experience with technology and learning-related change.' (Collis and Moonen, 2001 page 1) Education however is one of the fundamental cornerstones as it gives the solid bases and formation to the generations to come. Regarding the implementation of digital in substitution with traditional teaching methods there are various schools of thoughts '*technology is a good thing, a bad thing and everything in between'* (Neil Selwyn, 2024) versus *"to be either for or against the use of ICT in education, with little room for discussion in-between* (De Vaney 1998)" or *"The nature of the Internet is inherently individualistic, anarchic, exploratory and disruptive. It gives control to individual users to access vast quantities of information which have not been subjected to quality control;"* (Bridget Somekh, 2004 PAGE,170) excess of *'technophillia'* (Selwyn N. 2020 page) *'social and intellectual vacuum'* (Winner L., 1993) However, despite the affirmations in contradiction, the finding demonstrates that most of the theories explored support the rise of digital resources as an adequate way to teach and represent a systematic guidance for students to open horizons and amplify their knowledge in accurate and efficient way *'Modern technology already offers the opportunity for experiential learning in natural settings to become part of the core course for most learners*' (Fry H., Ketteridge S.and Marshall S. 1999,page 144) Looking at the field of flexibility learning, where students not only interact with the academic environment, *'there must be more flexibility to meet the needs of the learner, through adaptability to different learner needs, learning patterns and* settings, and media combinations' (Van den Brande,1993 page 9) for example McLuhan's exploration of media emphasises the role of technology as an extension of human faculties, *'Rejecting any simplistic dichotomy of mind and body, he sees new media'*

(Bridget Somekh, 2004 page, 175). Fundamentally altering how we interact with the world and express ourselves urges us to recognize that our bodies and minds are not separate entities; rather, they are intertwined with the media we use. Rather than being passive recipients of media, we must acknowledge our active role in shaping, and being shaped by, these extensions.

The consequences are both personal and collective, warranting a reflective approach to our relationship with technology. *'Potential framework for human-computer interaction research'*(Nardi, 1997, pp. 17-44) '*Vygostskian concept of tools as mediators of human activity'* (Bridget Somekh, 2004) page 176) *'The extension of man'* (Marshall and McLuhan, 1964). In a time when the world operated without the digital spaces that dominate our lives today, *'information age'* (Manuel Castells,1996)

(Helen Beetham and Rhona Sharpe, data, page 4) *'technology is society'* (Castells 2000a: 5) Patrick Suppes articulated the potential of computer technology to reshape educational processes through its inherent interactivity and flexibility. This perspective was further reinforced two decades later by Seymour Papert, who, grounded in Piagetian theory, envisioned a future wherein computers would play a pivotal role in the lives of students. Papert proposed that, as a consequence of these evolving relationships, traditional educational institutions might become obsolete. This optimistic outlook toward technology's role in education has been echoed by various scholars and theorists, prompting discussions about the potential transformation of learning environments. The assumption made by Stonier and Colin, for instance, reflects a common enthusiasm for the possibilities offered by technology in enhancing educational practices where reliance on digital tools are becoming increasingly integrated into the fabric of British society "Techno-romance" (Selwyn N. 2020 page 1) But like anything that has a

good success has to go through phases of experimentation, development and improvement. In fact at the beginning of the advent of technology and the digital tool as an instrument to be integrated into education, all had to go through an accurate probative process *'the impacts of digital technologies that have been subject to empirical investigation and serious criticism*'(Thomas, 2011).There were evaluated probable weaknesses that have formulated and discussed in the last 3 decades and summarised as '*Utopian outlook on technology"* (Selwyn N. 2020 page 3) and *'Luddite'* (Sommeck, 1999 - Bennett, 1999) But what contrary technology integration represents in the education system in contemporary times? Tsybulsky and Muchnik-Rozanov (2021) affirmed that in the rapidly evolving landscape of education, it is essential for teacher preparation programs to equip future educators with the skills and experiences necessary to thrive in a digital era. *'To attain this goal, however, the relevant programmes must provide ample opportunity for significant practice and experiences in the ICT context'* (Avidov -Ungar O. and Tsybulsky D. 2021 page, 186) supported by argumentation of various theories on educator's perceptions and the conduction of these *'The study of teachers' perceptions and beliefs has recently become a priority for educational researchers'*(Fives and Buehl, 2008) '*performing this role requires digital acculturation'* (Tsybulsky and Levin, 2019) it seems that assimilation and preparations of teachers play a pivotal role in order to transmit not only all the maximum notions to students but also a personal involvement *'personal engagement' (*Fry H., Ketteridge S.and Marshall S. 1999, page 155). Observing the statement '*In rethinking pedagogy for an age of abundance in terms of resources, opportunities and networks…we are trying to re-articulate the entire discipline in this new context' (Beetham, H. 2019)* could potentially the use of technology also play the role of determining or re-design the various theories developed in the past?

Objectively the passage between the past traditional perspectives of the education system and the notions acquired in terms of advanced techniques suited to the digital era,*'postmodern turn'* (e.g. Hassan 1988) or *as a shift from 'mode 1 to mode 2' knowledge* (Gibbons et al. 1994 page 7) arrive at the conclusion that most likely the presence of digital tools at the time would have had the ability to make the articulation of these ideologies less complex and that today, with hindsight, thanks to the implementation of technology within education the old statements could potentially be updated and regularised, while other visionary statements remain intact '*creative power and loss of traditional certainties'* (Somekh B. page 176)

Analysing the 2 different procedures of teaching we could in fact come up with a massive difference between a learning environment without technology and the new approach in class with the use of virtual activities and digital tools, not only in terms of theory but solid practice. So the question is *'What are the educational goals in a world where the knowledge and skills that were once valued are changing'* (Facer 2011)? (Beetham, H. 2019 page 5) The transition made the improvement real under many aspects like creating through the digital space a more equitable and effective system that prioritizes the diverse needs of all learners, '*A more comprehensive view of school pedagogy is to view it as a dynamic relationship between teaching and learning' (Hoban, 2000)* ultimately leading to a richer educational experience making consistent changes in the panorama of education.

Historical Context: Initially, education was primarily based on rigid structures, focusing heavily on rote memorization and standardised assessment methods. Classrooms were teacher-centred, with the instructor providing knowledge to passive students.

Technological Advancements: The advent of personal computers and, subsequently, the

internet began to change the landscape of education. Access to information expanded beyond textbooks, allowing students to engage with diverse resources.

Integration of Technology: As technology progressed, educational institutions started incorporating digital tools into the classroom. Smartboards, online learning platforms, and educational software became commonplace, fostering a more interactive learning environment. *'educational digital tools can bring to educational communication and teaching effectiveness'* (Vallely K., Gibson P. 2018)

Student-Centred Learning: The education system gradually shifted towards a student-centred approach. Methods such as project-based learning, collaborative learning, and personalised learning emerged, embracing critical thinking and problem-solving skills. *'active and student-centered approaches are more effective than passive learning methods'* (Michael 2006; Knight and Wood 2005) *'learn to learn'* (Argyris & Schön, 1978)

Emphasis on Digital Literacy: In the digital era, possessing digital literacy has become essential. This includes not only the ability to use technology effectively but also skills in online research, digital communication, and understanding information quality. *'Digital technologies are portrayed as tools that will enhance learner collaboration and motivation and develop new multimodal literacy skills'* (Johnston, Macneill, Smith 2018)

Remote and Hybrid Learning Models: The COVID-19 pandemic accelerated the adoption of technological learning models. Educational institutions had to adapt quickly, leading to innovations in how lessons were delivered and assessed.

Focus on Lifelong Learning and Adaptability: The rapid pace of change in the digital

world demands that education systems instil a mindset of lifelong learning and adaptability. Students are encouraged to develop skills that will allow them to thrive in a dynamic job market. *'by embracing new technologies in teaching and learning, in an innovative way that also enhances employability-related transferable skills'* (Fallows & Steven, 2013 page 2)

Innovative assessment practices: Contemporary perspectives advocate for more comprehensive assessment methods that consider creating a more equitable and effective system that prioritises the diverse needs of all learners, ultimately leading to a richer educational experience. Formative assessments, such as quizzes, conduct the students to a major interaction, progression and achievement. *'active learners in the construction of their knowledge'* (Nissim et al., 2016).

In summary, as Johnston, MacNeill, and Smyth asserted *'integration of technology as a liberatory tool for individual and community empowerment'* (Johnston, MacNeill, and Smyth, 2018 page 7) the education system has transformed from traditional methodologies to innovative approaches driven by technology, emphasising adaptability and a focus on student engagement. However it is vital to enlighten that, as Horsted pointed out, not combining innovation to value, *'innovation = invention + value'* so using a new technology in education that doesn't go beyond replacing traditional methods, will make the experience result unchanged and risk failure to deliver real innovation like meaningful advancements in educational outcomes. *'success of higher education lies in the 'quality of its innovative methods of delivery'* (Haleem, 2022 page 4)
'both a challenge and an opportunity' (Johnston, MacNeill, and Smyth, 2018 page 7)
In conclusion the innovative process of integrating the digital tools into lessons facilitates

the formation of global communities of learners through various digital platforms that enhance interaction and allows individuals from different backgrounds to connect instantaneously. *'This accessibility fosters an environment where diverse narratives and stories can be shared widely. "criss cross" the learning environment repeatedly'* (Collins et al., 1989; Spiro, Feltovich, Jacobson, & Coulson, 1991a) identifying that collaboration is the key *'the mutual engagement of participants in a coordinated effort to solve a problem together'* (Roschelle & Behrend, 1993, cited in Katz & Lesgold, 1993, p. 289). reinforced by *'collaboration can be encouraged through appropriate tasks and communication technology.'* (Herrington A. and Herrington J.,2006) and signifying that the main purpose of digital tools integration is not only digital tools provide resources that can supplement traditional teaching methods, such as multimedia content, online assessments, and educational games, but that this variety helps maintain student interest and motivation, leading to improved academic performance, and making education more accessible and inclusive.

SELECTION AND JUSTIFICATION OF APPROPRIATE TEACHING TOOL RESOURCES 1079 words

The choice of Mentimeter as a digital tool was guided by the intent to use the platform appropriately for visual art. Drake (2014) proposed categories that help educators understand the varying levels of integration within curriculum design. These categories serve as a framework for teachers to evaluate and implement effective strategies that enhance learning experiences. Specifically the point intradisciplinary integration *'A sub-category of multidisciplinary integration is intradisciplinary integration, seen when a teacher integrates the subdisciplines of one content area around a unifying theme"*

"disciplines are connected by common concepts and skills' (Drake & Burns, 2004)

The implementation of the digital tool Mentimeter is also grounded in the understanding that group activities can significantly enhance the effectiveness of group learning. *'The* student found Mentimeter formative assessment enjoyable' (Mohin M., 2020) According to teaching strategies, digital activities are the key to optimize lesson performance. By incorporating a digital tool educators can create a more dynamic learning environment that fosters interaction and engagement among students. "Increase the focus and enjoyment of the students" (Little, 2016)

Collaboration, even participation is independent, aligns with various educational theories, which emphasize its role in improving achievement. When students engage in a constructive environment, they actively construct knowledge and refine their understanding of concepts through shared experiences. The use of Mentimeter transforms a traditional lecture into an interactive session where students can contribute their ideas and perspectives. This interactivity not only increases student engagement but also helps educators assess understanding and adjust their instructional strategies accordingly. Mentimeter supports a more inclusive educational experience where all voices are heard, leading to improved learning outcomes and greater student satisfaction and aligns with proven instructional design strategies and the theoretical foundations of collaboration.

The necessity to encourage students to engage actively within the digital learning model is underscored by the fast-evolving landscape of education and technology. While today's students, often referred as *'digital natives'* (Jones, 2012) have grown up surrounded by technology, their comfort with these tools does not inherently translate into effective learning practices. A notable factor is that many of these students express a desire for traditional classroom experiences, indicating a gap between their digital familiarity and their learning preferences (McAndrew et al. 2009, page 61). (Schul- meister 2010) and

that a large number of students still hold conventional attitudes toward teaching (Margaryan, Littlejohn, and Vojt 2011). The picture of digital native students, fluent with digital technologies and easily able to adapt, has been disrupted by studies showing that many young students have a superficial ease with new technologies but find it hard to adjust to using digital technologies in education. So not only the *'digital migrator'* (Jones, 2012) must acquire the knowledge necessary to face this future where the demand for digital skills is very high, as in Collins Technology Application Types Table is declared. However most of theorist asset that the future of education will be characterized by rapid expansion and transformation. Hence, educators must adapt to
these changes by fostering environments that encourage not only digital literacy but also the interpersonal skills that are cultivated through face-to-face interactions. *"Technology integration has the potential to increase student motivation" (*Anderson M.A. 2000)
Furthermore, addressing the shortcomings of digital natives requires a balanced approach in pedagogy. By integrating elements of traditional courses that can better align with the needs and preferences of students. This comprehensive strategy can enhance student engagement, improve learning outcomes, and prepare them to navigate an increasingly complex educational and professional landscape. Moreover the theoretical background that Mentimeter platform offers have been evaluated alongside two case studies where lesson A was delivered in a traditional manner and lesson B the digital tool Mentimeter was introduced. Has been demonstrated how students based on the same questions in these two different occasions accentuated a different response and involvement in favor of digital tool integration. Firstly the anonymity guaranteed by Mentimeter makes students feel more confident (Abrahamson L. 2004) The spiral of silence (Noelle-Neumann, 1974) the social phenomenon where individuals may choose to remain silent when they feel that

their views are in the minority, using digital tools the student’s confidence and intervention seems to have increased.

My selection of Mentimeter was influenced by the fact that it is a tested platform that promotes inclusivity, access to assessment, interaction, feedback. Mentimeter helps teachers monitor students' understanding and interaction and provide immediate feedback accordingly (Elliott, 2003; Pichardo et al., 2021). For my lesson with a digital tool I followed the SAMR framework developed by Dr. Ruben Puentedura in 2009 to guide educators in integrating technology into teaching and learning.

This model emphasizes the role of technology in supporting educational goals.

Each level represents a different degree of transformation in educational practices through technology. For each of these phases I have used different features offered by Mentimeter platform.

Substitution At this stage, traditional methods were replaced with Mentimeter basic activities. Instead of using paper surveys or quizzes, students answered questions about conceptual photography using multiple-choice or open-ended questions. This allowed for immediate feedback and engagement without altering the learning process significantly.

Augmentation

Enhanced the lesson by incorporating for example the introduction of a word cloud activity where students submitted terms related to conceptual photography sharing their observations after viewing the artworks.This visual representation helped students identify key concepts and themes within the subject, improving understanding and retention of information.

Modification

Utilizing Mentimeter facilitated the group discussions and feedback transformed the

session in an interactive space. Students collaborated in real-time through prompts expressing their own conceptual photography thoughts. This process can lead to dynamic discussions where students can see and react to each other's contributions, fostering a collaborative learning environment via digital tool contribution.

Redefinition

Students used Mentimeter to anonymously express their vision on how an artist develops the artistic profile, the results were visible to anyone on the screen and ignited discussion in analysing the various results. This not only encouraged critical thinking and constructive criticism but also allowed students to engage with varied perspectives, enhancing their understanding of photography in a meaningful way. One of the SAMR model key characteristics is its flexibility, allowing teachers to navigate the levels in a non-linear manner that best suits their specific teaching contexts and student's needs starting at any stage of the model rather than strictly adhering to a sequential order.
By using this framework, I evaluated Mentimeter as a digital tool with the potential to facilitate interaction, collaboration and amplify the learning experience.

By thoughtfully integrating a digital tool that aligns with the SAMR, real-time assessment, "assessment are used to track student progress" (Nicole & Macfarlane, 2006) feedback, " Mentimeter helps teacher monitor students' understanding and interaction and provide immediate feedback accordingly" (Elliott, 2003 - Pichardo, 2021) interaction, and contextual learning, I aimed to create a more enriched educational experience that meets the needs of students.

APPLICATION OF DIGITAL TOOL 970

Mentimeter offers a wide array of functions such as Multichoice, Open-ended, Word cloud, Q&A and supplements like paragraphs section, that can enhance classroom engagement, easily fitted in the field of visual arts. During the recent session, I observed how the platform facilitated diverse interactions among students. By integrating various question types, I was able to create a dynamic learning space that encouraged students to express their personal thoughts alongside structured responses. *'Mentimeter offers greater features and potentials…such as increasing student participation'* (Moorhouse and Kohnke, 2020 page 233)

One section featured multiple-choice questions that led to rich discussions, while open-ended questions invited students to articulate their opinions and interpretations of visual art. This blend of question types not only stimulated their creative thinking but also fostered a collaborative environment where students could respond to each other's ideas. The outcome was a highly informative session, characterized by active participation and meaningful exchanges. Students were responsive, engaging not just with the questions posed but also with their peers and myself as the facilitator

'The teacher must adopt the role of facilitator not content provider.'(Swati Negi, 2019)

Their evident interest in the topics discussed underscored the effectiveness of using Mentimeter as an educational tool in exploring the nuances of visual art. This approach not only maintained their attention but also deepened their understanding of the subject matter.

I had the opportunity to assess them and create a scaffolding-type learning experience through discussions, which also expanded their understanding of the material. *'Visual scaffolding is performed through words and images that can be viewed as well as heard. This provides an excellent way to give comprehensible information to the students.'* (Structural Learning, 2021)

Instead of a simple quiz, the digital session took on a more dynamic role, complementing a theoretical lesson. This integration represented a central part of a space dedicated to technological activity. By structuring the session this way, participants were able to assimilate concepts of photography in an effective and straightforward manner. This approach optimized the time for learning while reinforcing essential principles. The discussions encouraged critical thinking and engagement and reflection *'process and a product' (Collen, 1996)* allowing learners to connect theoretical notions with visual language and practical applications in the field of photography. Overall, this method enhanced the educational experience by making it interactive and relevant to their interests.

The success of the lesson can be attributed to the insightful feedback gathered from the students and vice versa at its conclusion *'engaging for students and more productive in providing real-time feedback'* (Ahshan, 2021; Gogbulut, 2020; Jovic et al., 2022; Pichardo et al., 2021; Quiroz Canlas et al., 2020).

The prepared Mentimeter document effectively engaged students by exploring the similarities and differences between various artists' profiles and the methodologies they employed.

The inclusion of insights from the photographic industry, particularly concerning its economic aspects, sparked interest among the participants. One notable highlight from the session was the revelation about one of the world's most expensive photographs, which

was valued at 3,890,500 dollars and created by a woman. This fact aroused curiosity and discussion among students.

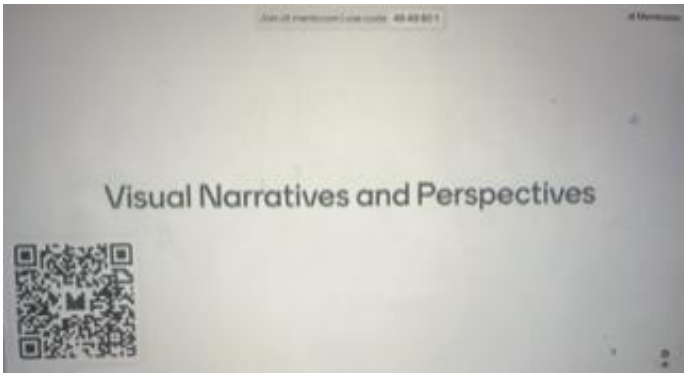
In ensuring an egalitarian space, the lesson incorporated contributions from male artists alongside the female counterparts. This approach aimed to foster an inclusive environment, free from distinctions based on gender, religion, and race. The lesson effectively fostered critical thinking and heightened awareness of contemporary global issues by examining the role of photographers in conveying reality, remaining stable and in connection with the topic of visual art. Students engaged with an image of mourning Palestinian, prompting them to reflect on their emotional responses. The students firstly were involved to explain what this image evoked in them using the clouds thoughts of Mentimeter and subsequently invited to associate the image with an image of a sculpture, painting or photograph of a memory they had of the pose. By analyzing the emotional weight of the image alongside historical and social contexts, *'promote higher forms of thinking in education, such as analysing and evaluation rather than remembering facts' (Bloom, 1956)* students were challenged to consider how societal beliefs and expectations shape human's perceptions. The discourse surrounding the image reinforced the concept that society molds its understanding through a combination of present experiences and past information, this particular effect was explained and discussed in the middle of the 2 questions as to arouse initial observations, supported by presenting a short statement including a Neurologist theory to give context and permit students to formulate thoughts and then be able to recognise the familiarity with another artwork in the second phase.

'Kolb (1983), sees learning as a process in which knowledge is constructed through active experience' (Orit Avidov-Ungar1,2 and Dina Tsybulsky3 page 188) "Constructivist learning theory" (Piaget, 1973) (Vygotsky, 1978)

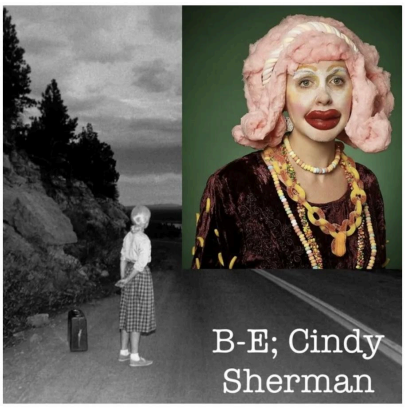
Students provided multiple responses as a sign of their engagement. I have identified that one response in particular, at the second stage, was very close to the correct answer as relevant to elements of a religious scene. The image proposed was the portrayal of a woman embracing a covered dead body of a child, the picture evokes a deep sense of sorrow and loss, reminiscent of Michelangelo's depiction of Mary cradling the body of Jesus in the Pietà. In the lesson plan has been added the warning trigger as professional standard observation. In the lesson, I integrated a reference to Welsh culture, highlighting a Welsh artist whose work was influenced by paintings of the Welsh Valleys. This connection serves as an entry point for discussing the similarities between various artists and their approaches in a second phase. Similarly, I have employed these techniques to reconnect with and reinterpret past events and imagery, creating new narratives that resonate with contemporary audiences. By examining the ways in which different artists draw from their cultural heritage, we can gain a richer understanding of how history and personal experience shape artistic expression. The blending of old scenarios with modern perspectives allows for a dynamic exploration of identity and memory in creative practices.

Next section: EVIDENCES OF THE SESSION

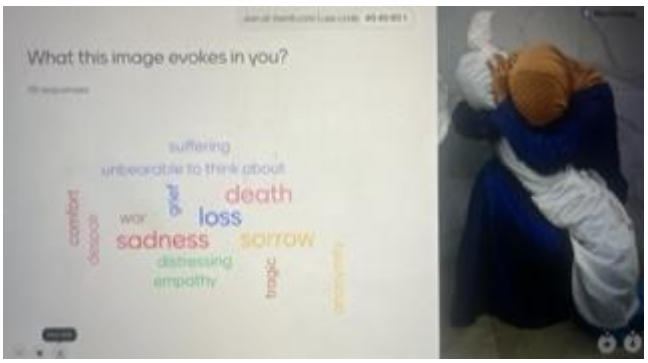
Mentimeter link:
https://www.mentimeter.com/app/presentation/alobekesir9a9kdys1n32o4dwxzha9we/edit?question=1nrse9a479w3



Mentimeter



Which image Cindy Sherman produced first?



Mentimeter

THOUGHT

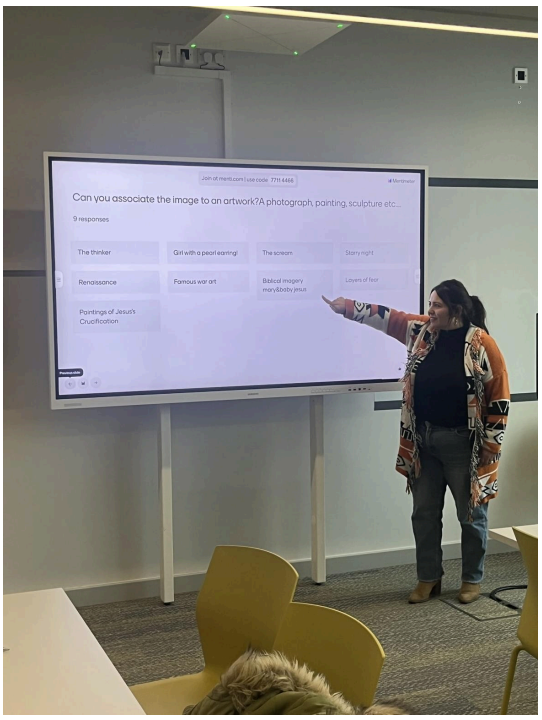
Artists often reinvent themselves, but at the same time they remain attached to representations of the past or it happens that some situations evoke images, notions that we have of the past. The neuroscientist Daniel Yon affirmed that "We see what we believe" because "Our brain sculpt experience in line with our belief and expectation" (D.Yon,2019)

Mentimeter

Our Lady of (Pity)
Michelangelo 1498-1499

The winning image of the World Press Photo was named the Pity of Gaza Strip. Behind this poignant photo there is also a historical narrative that can strike our mind and can lead to a reflection on the problems that afflict the world.

Mentimeter


Join at menti.com | use code 7711 4466
Mentimeter
Can you associate the image to an artwork?A photograph, painting, sculpture etc...
9 responses
The thinker
Girl with a pearl earring!
The scream
Starry night
Renaissance
Famous war art
Biblical imagery mary&baby jesus
Layers of fear
Paintings of Jesus's Crucification

Join at menti.com | use code 7711 4466
Mentimeter
CHOOSE WHAT YOU THINK IS THE RIGHT COMBINATION
A
B
C
D
E
F
2
1
2
A-E; C-B; D-F
A-D; B-E; C-F
A-B; C-D; E-F

Mentimeter
The photographs have one thing in common in their of evolution. what is it?
1
0
4
Elements
nature
Color change

Evaluation: 1096

The evaluation is structured around Kolb's reflective model (Kolb, 1984), which includes four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Concrete Experience: I utilized Mentimeter to engage students by integrating the multiple functions offered by this platform. The interactive nature of Mentimeter created an energetic classroom atmosphere and encouraged participation. I aimed to alternate moments of lightness with more delicate topics for keeping students stimulated and have a sensitive approach with the various arguments proposed. This approach allowed the students to remain interested and responsive and serious topics more approachable creating a safe space for dialogue. "Flexibility in forms of communication" (page 13 Collis B. & Moonen J. 2001) Mentimeter permitted me to summarise the salient points of Photography transforming this "underestimated" discipline in an interesting subject to expand *'for the teacher to support learning, for example, via appropriate communication technologies'* *(*Collins et al., 1989; Greenfield, 1984)

Reflective Observation: After the lesson, I reflected on the implementation of Mentimeter. I observed that students were engaged compared to traditional lecture methods. According to the Shannon & Weaver Model, 2018 Mentimeter could present a limitation, "Noise is the physical disturbances like environment, people, etc. which does not let the message get to the receiver as what is sent" (Lin X. 2020 page 875). It is also essential to recognize that smartphones can often

distract students. However, if we shift our perspective, smartphones with the integration of digital activities can serve as valuable tools for information and learning within an educational context. When lessons incorporate digital tools, students have the opportunity to use their phones not as distractions but as resources to enhance their understanding of the material. This reframing turns the smartphone from a typically demonized object into a beneficial instrument that can aid in the educational process. By integrating technology thoughtfully, educators can leverage the advantages of these devices, promoting engagement and deeper learning among students. *'However, it may be a formidable technique to manage initially since traditional instructors are hesitant to include contemporary technology and gadgets in school, viewing them as a distraction rather than an intelligent learning aid'* (T.A. Vakaliuk, O.M. Spirin, N.M.Lobanchykova, L.A. Martseva, I.V.Novitska, V.V. Kontsedailo, 2022) Another barrier could be caused by disruptions of connectivity that can restrict the flow of the lesson. However, the storage of physical resources should be always considered by the teacher and provided in cases of emergency so students can access an alternative form without ulterior interruptions enabling equitable participation in digital learning opportunities. By doing so, we can help minimize disparities and foster an inclusive educational environment for all students.

Abstract Conceptualization: From my observations, I conceptualized that while technology can enhance engagement, it is vital to ensure all students are equipped and comfortable with using the tools. However, it is also essential to acknowledge that not all students feel comfortable using this technology. To address these challenges, I believe that it is important to intensify the use of digital tools like Mentimeter in a way that allows students to define better and better its functionalities.

This approach not only permit students to familiarize but gradually normalizes the use of

technology in educational contexts. ‘as tool, as mirror, and as gateway to a world through the looking glass of the screen’ (Turkle, 1995 page 166)

The integration of digital tools served as an innovative vehicle for information transfer, fostering the construction of knowledge. By examining visual narratives, learners gathered and analyzed potential information, facilitating a deeper understanding of their prior knowledge and experiences.

This approach emphasizes the value of existing frameworks in interpreting new information, allowing students to connect the dots between what they already know and new concepts introduced. Central to this method is the principle of active learning, which encourages interactive activities that engage students, moving them away from passive information consumption (McMahon, 1997; Pritchard, 2009) Supported by visual material ‘*sensory input* (Fulton D., 2013 page 23) and reinforced by a collaborative environment that encouraged dialogue and exchange of ideas. Constructivist approaches suggest that knowledge is best understood when situated in context. *‘knowledge constructed by social and cultural means’* (Ernest, 1999; Gredler, 1997; Prawat and Floden, 1994).This means that teaching should connect concepts to real-world applications, making learning more relevant and meaningful promoting critical thinking by encouraging students to analyze, evaluate, and synthesize information.

Active Experimentation: Moving forward, I am planning to implement Mentimeter in future lessons aiming to explore other interactive features of the platform to foster inclusion and accommodate diverse learning styles.Through group discussions, students shared their insights and interpretations, creating a collaborative learning environment. This process not only reinforced their understanding of the contents, but also highlighted the importance of multiple viewpoints in constructing knowledge.

By the end of the lesson, students had a deeper appreciation for how visual

narratives can serve as powerful tools for exploring concepts and documentary functions of photography enhancing their learning journey. Observing Vygotsky's critique of Piaget's theory that centers on the idea that learning cannot be divorced from its social context, I believe that the cohabit of both lines is valid, because cultural and social components,discussed by Vygotsky, internalized become part of the individual's cognitive structure and has the ability to impact on the student formation and while as Piaget posits, the academic environment plays a crucial role in the development of knowledge and is somewhat insulated from external influences. However is essential to recognize that the a learning environment does not merely replace one's existing social knowledge but expands upon it.

The incorporation of new information leads to a broader understanding, allowing individuals to integrate and synthesize their prior experiences with academic concepts. This interplay between social knowledge and academic learning embodies the richness of educational experiences, contributing to a more well-rounded individual. So I conclude that students navigate simultaneously in both experiences and both theories can flow on 2 parallel lines depending on students' adaptability. My aim for the future lessons is to always incorporate input that could initially make students familiar with the topic, avoiding leaving them to deal with a completely unknown field. The fact that the integration of digital tools into learning still in the process of verification is already considered a challenge for the learners that potentially will embrace new innovative forms in the future reshaping their learning experiences,

therefore putting them in front of a lesson pre-experience structured can also facilitate the learners as them encounter new information, it often leads them to reassess long-standing beliefs shaped by their prior experiences, an approach that can help students engage with new concepts in a way that enhances their cultural understanding and encourages introspection.

This transformative aspect of education highlights the beauty of the learning process itself where individuals not only assimilate new information but also undergo personal growth and change.

Ultimately, embracing the challenges associated with digital learning tools can foster an enriching educational environment. Students are equipped not only to succeed academically but also to evolve personally, becoming more adaptable and open-minded in an increasingly complex world.

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Lesson Plan Template

Lesson Plan

Topic: Visual Narratives and Perspectives	**Class: Level 4**	
Date: 23/09/2024	**Length of lesson: 30**	**Number of students: 6**
Resources required: Mobile phone to scan the QR code		
Aim of Lesson : Provide an overview of photography perspectives **Explore various methodologies applied by same artists to reflect how an artistic profile can develop, ignite discussions for analysing different and similar methodologies, built on potential prior knowledge and/or experiences** **Through conversations and observations the session will explore photography's role in our collective understanding of the world. Looking at the photography industry and relevant economic implication**		
Learning Outcomes – The Learners Should Be Able To: My Lesson Objectives **1. Analyse, compare and combine the works of selected artists.** **2. Identify key elements that distinguish production time of different pieces by the same artist.** **3. Recognise common techniques across the artist's bodies of work** **4.Gain knowledge of the differences between various typologies of photography** **5. Evaluate the impact of social and historical context in the visual narrative.** **6.Explore the photography financial implication** **7.Evaluate the importance of visual language as a form of communication and documentation.**		

Previous student knowledge required for the session: **The lesson is structured recalling Vygotsky's theory where previous perspectives potentially will influence the way how students can assimilate information.**
Anticipated difficulties (if applicable): **No enormous difficulties as digital tool will facilitate the introduction of various perspectives so suitable to every students levels.**

Professional Standards (where are these being met within the session)

Equal opportunities for engagement

Create an inclusive space

Ignite constructive discussions

Promote Welsh culture

Promote diversity of ideas and perspectives

Balancing tradition and innovation

Create a supportive environment

Use appropriate language for clarity

Built on prior knowledge

Encourage exchange of ideas

Give space for reflection

Provide effective learning through assessment and feedback

Promote ethical value

Fostering lifelong learning

Cultivate critical thinking

Lesson Detail:

Stage	Focus	Strategy	Time

Introduction	General Presentation of my practice on Powerpoint		**5 minutes**
	Introduction of Visual Narratives and Perspectives through Mentimeter platform	Students are invited to express their thoughts via Mentimeter, there is not correct answer as artists develop their practice in very individual way.	
Development	Quick introduction of the activity open ended on Mentimeter	Question: Do you believe that in order for an artist to be recognised , he must experiment changing his style often or apply always similar technics in his practice?	
	Activity to promote discussion, exchange of ideas and collaboration	Results revealed First combination: Which image Elena Helfrecht produced first? Verbal considerations and answers, discussion and exchange of ideas among students Second combination: Which image Cindy Sherman produced first? Verbal considerations and answers, discussion and exchange of ideas among students Which image Ada Marino produced first?	**Total time 35 minutes**
	Question with multi options	The photographs have one thing in common in their of evolution. what is it?	
	Question with multi option and interactive discussion	One of these female artists sold an image for 3,890,500 dollars. Who is she?	

	Introduction of thought	Just as there are differences between the same artists, there are also similarities between different artists Presentation of 2 images with same elements from 2 different artists	
	Digital Activity Open ended Question:	In this pair of images, could you decipher which photo was inspired by the other? Child image was inspired to the image with the adult or vice versa? Evaluation of responses	
	Looking at results: Introduction of another thought using the function of "Paragraph"	Artists often reinvent themselves, but at the same time they remain attached to representations of the past or it happens that some situations evoke images, notions that we have of the past. The neuroscientist Daniel Yon affirmed that "We see what we believe" because "Our brain sculpt experience in line with our belief and expectation" (D.Yon,2019)	
	Verbal trigger warning for a sensitive content before introducing the activity		
	Word cloud feature	What this image evokes in you? Discussion based on multiple responses	

	Open ended question	Can you associate the image to an artwork?A photograph, painting, sculpture etc….	
	Slide with image and description of the artwork in relation to the image proposed for the word cloud activity	Discussion on how information from the past giving us suggestions resurfacing memories that we associate with a similar context.	
	Introduction of Welsh Valleys in contemporary perspective by as recap of the concept of similarities explored previously	Presentation of Alicia Bruce's project	
	Conclusion (Presentation on Powerpoint)	My interpretation of the Valleys project archive which inspired my project Visible Repairs. The project is about immigration feelings, sense of adaptability and investigation of the "Welsh mum" stereotype as in connection to the concept of women and domesticity which shaped my background	**10 minutes**

Assessment Strategies: when and how are they included within the lesson?
Recap introducing a pause and come back on the same concept previously explained **Discussion promoting exchange of ideas between students and monitor how students absorbed the information** **Feedback during the various activities to validate students' engagement**