Supporting Discourses in Visual Culture
Louise O’Boyle, School of Art and Design

Introduction & Rationale
As educators it is our responsibility to promote a culture of inclusive learning and interaction for and by all. Following research and consultation with staff, students and support staff it was clear that there was a real need to create a cohesive community of learners. But how do we ensure that all of our learners are included and enabled to fully participate within discourses in visual culture? How can we compliment traditional teaching and learning methods with resources that enhance the learners experience both inside and outside of the classroom, while ensuring the adoption of an appropriate method of delivery or teaching style which ensures good communication and a healthy learning environment for all?

This reusable learning object was created to work in tandem with the current delivery of lectures and seminars and encourage enquiry-based learning while positively supporting all individuals in deepening their learning.

Aim of Project
This project focused on creating a reusable learning object to support year one students in self-directed study while undertaking a compulsory module which introduces them to the key discourses within visual culture past and present. This learning object has to compliment the current module delivery of lectures and seminars, enhancing not only their understanding and knowledge of the subject but ensuring that all students feel engaged and motivated within the module.

Objectives of Project
• To develop and enhance the existing level of student knowledge and awareness of a range of discourses and approaches to Visual Culture
• To address the variety of learning differences faced by a significant level of students within the cohort
• To ensure inclusivity and suitability of materials for all learners
• To meet the requirement of widening access and participation in line with current Teaching and Learning Strategy at University of Ulster

Benefits to Teaching Staff
• To develop student skills in analysis and reflection
• To promote structured, independent study and to encourage a community spirit among the student cohort

Benefits to Students
The introduction of learner centred activities that encourage enquiry-based learning would positively support all individuals in deepening their learning. The area will enhance student’s understanding and knowledge of the subject area and improve their confidence in articulating this in a written format. Furthermore, that it will maintain and improve student retention and intra-group communication and ensure inclusivity of students with learning differences. As educators it is our responsibility to promote a culture of inclusive learning and interaction for and by all. By recognizing the different needs of students and adopting an appropriate method of delivery or teaching style we ensure a good communication and a healthy learning environment for all.

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