

BPRS Level 3 report (S1070).

In January 2004, as part of the Inset day, I ran a workshop for staff looking at the use of photographs in the classroom. Staff brought in a photograph of their own they thought they could use within their teaching area and shared how they would do this with the group, and then explored how much more powerful it was to use an image of their own, rather than someone else's. This session was co-led with Kristine Black Hawkins at Cambridge University, our critical friend in the area of research. A variety of staff attended from different subjects, for example Art, Music, Science, Design, English, Dance and Drama, as well as the Resource Centre staff. Teachers evaluated this session and commented on how they realised they could use photographs taken by students in their own subject, as well as recognizing the impact that images can have in teaching. Following this, the Art department have used cameras to build up a variety of images to be used in GCSE coursework, taken by students outside the classroom.

Cameras have also been used by the Social Inclusion Worker at school, who works on a one to one basis with students, in order to promote discussion and help them have a more visual understanding of who is important in their lives and their community.

I have been able to share my research with RE teachers and the RE Advisor for Cambridgeshire County Council, for use in their own schools.

I have extended my research to a Belfast school in the Ardoyne district, where we have established links which culminated in a visit in September 2004. The students from each school used cameras to build up visual autobiographies of each other, and their own very different communities.

The use of students' own visual images has become more embedded in the practice of my department, and images generated by students form part of the teaching process, being used on the intranet at school and on the interactive whiteboards we now have in two RE classrooms.

I am grateful for the opportunity BPRS has given me to develop and disseminate my research findings, which are to encourage the use of students' own pictures in their learning. The research has dovetailed with the growth of student voice work and the increasing use of smart boards and digital cameras in schools, and I am pleased that my research has enabled me to actualize some of my students' potential through their more sophisticated use and discussion of visual images.

Diana Wilson
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