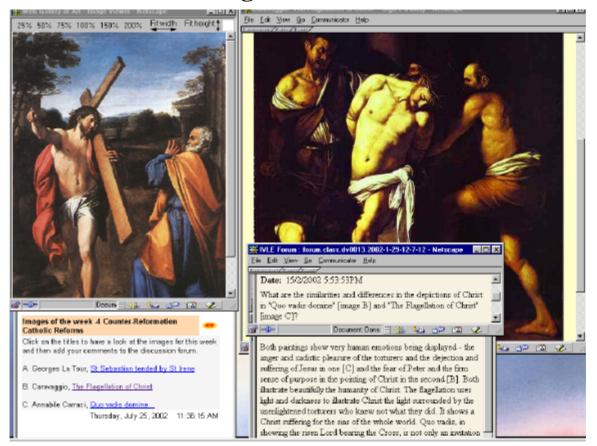# Image of the week

Within the second level course on Popular Religion, Women and Witchcraft, the idea of the 'Image of the week' provides a focus for discussion of the illustrations which are used in the lectures and links them to the weekly tutorial sessions. Two [or more] images are selected which encapsulate one of the points made during the lectures for that week. In most cases the images have previously been viewed as a slide during the lecture. Weblinks to the selected images are provided in the Course Announcement section of the IVLE website. They allow the students to click through directly to the image and view it at a time and place suitable to them. [The direct click through to a specified image on SCRAN is not yet possible, but it is hoped that this will be available soon.] Having viewed the images, the students are asked to make a comment within the IVLE website's Discussion Forum. Questions [for the different tutorial groups] are posted by the tutor and the students post their responses by a specified time before the tutorial. Their comments are followed up during the weekly [face-to-face] tutorials. By having the website displayed on a big screen during the tutorial, the images can also be viewed during that discussion. This is an additional assignment to the set tutorial readings and students seem more willing to spend time viewing and commenting upon the images in this format than doing other types of extra work. [This idea has already been previewed on SCRAN in the Idea of the Month for April 2002.]

These are the main benefits of using the Image of the Week [or equivalent] in classroom teaching.

1. Allowing students access to the key aspects of the visual material used in the lectures. The images can be viewed quickly and easily from the course website and are available at a time and place which suits the student.

2. Integrating the visual material into the tutorial discussions which are primarily centred upon set readings.

3. Encouraging greater participation and comment from students outwith the tutorial setting, thereby allowing a different forum for shy students to express their views to the class.

4. Encouraging students to spend time analysing visual material, which is particularly relevant to courses concentrating upon the written word.

5. Making students aware of the possibilities of accessing such material online, and helping them by providing in this instance a guided and structured framework.