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REVIEW OF LITERATURE

A review of literature is an important as any other component of the research process. It involves the systematic identification, location and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature has been to determine to have already been done that relates to one problem. Another important function of review is that it points out resources strategies and specifies procedures and meaning instruments that have not been found to be productive, in investigating one problem. Being familiar with previous research also facilitates interpretation of the results of the study. Finally, these reviews give information which can either support or challenges the conclusions of the investigations, research and therefore provide clues for later research.

The sources of studies for review studies are referred journals, other journals, books, dissertations, dissertation abstracts and the internet. The reviewed studies have been summarized and grouped under the following major headings.

i. Studies on teaching history

ii. Studies on photographs based teaching

In social sciences subject teaching through photographs was more useful. There are many studies conducted for teaching history through photographs. In the present study researcher, chosen twelve studies conducted in history teaching from abroad and two studies from India, and eighteen studies related to photographs based teaching adopted from abroad, seven studies from India.
2.1 Studies on Teaching History

Zipporah Jerotich Ruto et al. (2013) studied on overcoming the challenges of using instructional methods and materials encountered by teachers of history and government in Wareng district, Kenya. History and Government has been identified as an important subject in Kenya’s education system. It is useful in the promotion of development socially, economically and politically. This study highlights the problems encountered by teachers in using identified instructional methods and materials in their teaching of History and Government in secondary schools. This study, conducted in Wareng District in the North Rift Valley region of Kenya. The study adopted a descriptive design. The population comprised the History and Government teachers of the secondary schools that participated in the study. Simple and stratified random sampling techniques were used to select a sample of 120 respondents. Questionnaires, interviews and observation schedules were used to collect data. The data were analysed using descriptive statistics.

The results indicated that teachers rarely used the most appropriate instructional methods in teaching the subject. The use of instructional materials in teaching the subject was reported by a few teachers. Most schools were reported to lack the necessary instructional materials for teaching the subject. Based on these findings, this study recommends the need to improve instructional approaches by the History and Government teachers. The teachers need to use various and appropriate teaching methods and instructional materials, in order to develop positive attitudes of learners towards the subject. The study is significant as it focuses on the instructional methods and use of instructional materials in teaching of History and Government. Through the investigation, recommendations were made towards effective use of instructional methods and materials in teaching and learning of the subject.
Keim, Tim., and Luhr, Eileen (2012) carried out a study of the pre-service teaching and learning of historical thinking. The American Historical Association (AHA) and the National Council for History Education (NCHE) have recently advocated for raising the visibility of historians and the significance of history coursework and subject matter preparation in pre-service history teacher education. The authors made the focus upon historical thinking requires pre-service teachers to have deep and sophisticated procedural historical knowledge (relative to factual historical knowledge), and that this signifies and accentuates the importance of the quality of subject matter preparation in a process that traditionally and institutionally privileges pedagogic training in history education and factual historical knowledge in terms of state certification.

The authors provided evidence that novice teachers with greater procedural knowledge and discipline-specific subject matter preparation in history perform better in student teaching than candidates without this level of rigour and discipline-focus in their undergraduate education. However, the deeper procedural knowledge required of novice practitioners by the expanding historical thinking movement, when juxtaposed with the diminished role of history departments in pre-service teacher preparation, has created curricular trajectories at cross-purpose. So, this article seeks to contribute to the greater understanding and agency of the university classroom in improving the teaching of history in the schools, as well as to promote and represent means and examples of high-quality pre-service history teacher preparation that is provided with larger scales.

Padurano, Dominique (2011) revealed that using images to teach gender and ethnic diversity in the United State history classroom- Pocahontas: A case study. The purpose of the study was a few days into the new school year, the author's female students invariably beg, plead, and cajole her in the hopes of watching Disney’s "Pocahontas" in class.
Toddlers when the film was released in 1995, doubtless they have seen it already dozens of times; more importantly, the author cringes at the ethnic and gender stereotypes sometimes promoted by the animated "classics." This year, however, rather than summarily dismiss the girls' request, she honoured it. She used their admittedly flawed knowledge of Pocahontas as a springboard to dive more deeply into 17th century politics and culture in England and the Chesapeake.

By contrast the images of the Powhatan princess that they had imbibed as children with those commissioned by Pocahontas herself, the author was also able to inaugurate a year-long series of critical thinking exercises with images. A Case Study method was followed. She used to develop the Pocahontas exercise, and teachers might develop similar exercises for their own classes. Moreover, she will provide a pedagogical rationale for incorporating various types of visual stimuli into an introductory survey of United States history at the secondary and post-secondary levels. She appends an annotated bibliography of traditional and digital sources for teachers and students alike.

Akkerman, Sanne, et al. (2009) conducted a study on storification in history education: A mobile game in and about medieval Amsterdam. The purpose of this study in history education, narrative can be argued to be very useful to overcome fragmentation of the knowledge of historical characters and events, by relating these with meaningful connections of temporality and sequence (storification).

In the game studied, students explore the history of Amsterdam by walking in the city, experiencing characters, buildings, and events, while using the universal mobile telephone system (UMTS) / global positioning system (GPS) phones for communication and exchange of information. The history game was played during one day by 216 students, spread over 10 secondary school classes, in groups of four or five students.
All information exchanged during the games was collected, and the
game play and introduction of the game was observed by team coaches and
researchers. The design of the game as well as the actual gaming process
was analysed with respect to how it evoked three types of storification:
receiving (spectator), constructing (director) and participating in (actor) the
story. The results of this study evoked a mixture of these three types of
storification. Moreover, these types of storification processes differently
affected students’ engagement. Participating in the story evoked high activity
in the game, but less awareness of the whole story, whereas constructs the
story triggered awareness of the whole story. The findings of this study
suggested that compared to receiving the story, both these types positively
affected the engagement of the students being active and motivated during
the game.

Frykman, Sue Glover (2009) studied on stories to tell and narrative
tools in museum education texts. The overall aim was to investigate the
versatility of narratives in a learning and meaning-making context in a
museum setting. The three-pronged research question is: to what extent is
narrative used in the education texts produced by three selected museums
and made available on their Internet website. Data was gathered in January
and February 2006, following an extensive Internet search of Swedish
museums and their downloadable education texts.

Three museums were selected-Skansen, the Swedish Museum of
Natural History and the National Museum of Science and Technology each
publishing a comprehensive up-to-date selection of education texts on their
websites. A total of 134 digital texts specifically produced for students and
teachers in connection with museum visits were studied and analysed. Each
text was downloaded, sorted, labelled, saved and categorized electronically.
The texts catered for different ages: infant and primary school (7-10 years),
middle school (10-13 years) and secondary school (13-16 years). The first
museum was chosen for preliminary analysis on the basis of texts.
Detailed adjustments to the analytical framework were made prior to a full analysis of the texts. Every downloaded text was read and re-read and documented according to the kind of narratives contained and their supposed purpose. An analysis of the web-based education texts indicated that not only did the museums make use of narratives to different extents, but that different kinds of narratives were used for different purposes.

Depending on the kind of narrative used, the results showed that the main purposes were to communicate by: (1) describing, constructing or reconstructing information; (2) interpreting what has happened, is happening now or might happen in the future; (3) constructing reality and making sense or meaning of it; (4) stimulating the imagination and encouraging creativity; (5) rendering teaching and learning more entertaining, imaginative and effective; and (6) acting as a resource to aid interaction, negotiation and communication.

It was also apparent that the chosen museums used narrative to differing degrees depending on their respective traditions and circumstances. This study concluded that the narratives used in the three museums’ web-based education texts make a significant contribution to meaning making by stimulating imagination, encouraging reflection, drawing on existing experience and knowledge and sharpening visitors’ curiosity. This is mainly achieved through the narratives’ powers of description and analysis, and their ability to challenge existing attitudes and involve the visitor in historical and contemporary events and situations.

Yilmaz, Ali (2009) conducted a study on self-efficacy perceptions, social studies teachers in relation to history teaching. The aim of the study was to determine the self-efficacy perceptions of the prospective social studies teachers in relation to history teaching. The mixed approach within the scope of survey method was selected. A Self-efficacy determination questionnaire form developed by the researchers was used in collection of data. The questionnaire form consisted of two sections.
The first section was of Likert-type consisting of 26 questions, and the second section was composed of 5 open-ended questions. The population of this study consisted of the students studying in the faculties of education, providing social studies education in Turkey. The senior students selected randomly from among the population at the social studies teaching departments of six universities. The Statistical Package for the Social Sciences (SPSS) 15.0 software package was used in analysis of the first section of the questionnaire used as a data - collection tool, and the descriptive analysis technique for the analysis of the second section. Results indicated that the prospective social studies teachers' self-efficacy perceptions in relation to history teaching are high.

Savich, Carl (2008) revealed that improving critical thinking skills in history. The aim of this study was to investigate approaches and techniques that would improve critical thinking skills in history classes at the secondary level. Students demonstrated apathy and boredom in history classes where the emphasis was on rote memorization and the regurgitation of accepted facts and conclusions. The problem of this study, which teaching and learning strategies, techniques, and methods were the most effective in improving critical thinking skills in history. A comparison of the inquiry or interactive method of teaching history with the lecture method was followed. Two groups of high school students were chosen.

One group was taught history using the lecture method. The other group was taught using the inquiry method. The criteria were whether students were able to analyse, evaluate, conceptualize, and synthesize information, not just whether they could memorize facts. A comparison of student performances on tests, essays, quizzes, and assignments were used for assessment, evaluation, and comparison. The inquiry strategies included role playing, simulations, re-enactments, examining and analysing multiple texts, studying oral and visual presentations, analysing bias by examining different viewpoints and perspectives.
The data have been analysed documents, original and primary sources. When critical thinking skills were emphasized under the inquiry method, students achieved higher scores on tests, quizzes, and assignments and gained a deeper and more meaningful understanding of history. The results of this point out that the inquiry method improved critical thinking skills based on the comparison of test and quiz score grades, but yielded results when critical thinking skills were integrated with content matter and when students were motivated and engaged and possessed an attitude that placed value on critical and higher order thinking.

Finally, the lecture method was more effective in presenting the background and introduction to a topic or issues that the inquiry method. This study concluded that critical thinking skills were shown to be effective in achieving a more in-depth and meaningful understanding of history by high school students, but relied on the integration of the critical thinking skills with subject content and on student motivation. Educators need to incorporate strategies that emphasize critical thinking skills in order to improve the understanding of history, but the strategies must be integrated with the content matter. Student attitude and motivation must also be stressed.

Wiersma, Ashley (2008) revealed that a study of the teaching methods of high school history teachers. The purpose of the study was to investigate and characterize the current practice in secondary history education and its relationship to best practices. In this study phenomenological method was followed. The author examines the pedagogy of three high school history teachers and the extent to which their current methods exhibited recent thinking on best practices in student learning. Tools like Questionnaires, Observations, and Interviews were followed. The results of the study pointed out that research posits that constructivism is the most effective approach to educating history students. However, most history teachers still use traditional, objective methods in their classrooms.
The findings of the study proved that there are some history teachers who are pursuing changes in their pedagogy and aligning them with best practices to become more effective in the classroom.

Bolinger, Kevin and Warren, Wilson (2007) revealed that methods practiced in social studies instruction: A review of public school teachers’ strategies. This study focused on the imperviousness of teacher practice to the efforts of researchers and curricular reformers. Higher-order thinking and inquiry-based learning, regardless of whether the promulgators were committed to citizenship education, "constructivist" methods, or standards-based instruction was followed. Their study, however, asks whether methods that promote thinking and interpretation actually appear in classroom practice. A Survey method was followed. A tension between the methods that teachers most commonly use and the methods they believe are most effective. The findings of the study indicated that teachers may value methods such as role play and debate; they are most likely to lecture. Among both elementary and secondary social studies teachers, passive methods are used more frequently than active, and arguably, more authentic methods.

Coohill, Joseph (2006) conducted a study on images and the history lecture: Teaching the history channel generation. No sensible historian would argue that using images in history lectures is a pedagogical waste of time. All people seem to accept the idea that visual elements (paintings, photographs, films, maps, charts) enhance the retention of historical information and add greatly to the student enjoyment of the subject. Based on a two-year study of the author's own use of images in the classroom, along with other material was used. It provides a brief discussion of the value of images in teaching history and of the recent trends in technology available to aid the history lecturer. How images have been received by his students and offers "pedagogical techniques for success" for any historian who wishes to integrate images more fully into lectures.
The history lecturers should not think of images solely as illustrative add-ons, but should think of images from the very beginning when conceiving a lecture.

Byer, John (2000) studied for the effects of absences and academic self-concept of academic achievement in two eleventh-grade United States history classes. A correlation research design was used to measure the extent of association between the study's variables. Participants were 34, 11th graders (17 African Americans and 17 Caucasians; 19 males and 15 females) who were randomly assigned to 2 United States history classes that were taught by the same teacher at a public high school in Alabama. The teacher's grade book records provided data for measuring absences and academic achievement.

Students' responses to the Academic Self-Description Questionnaire II instrument provided data for measuring academic self-concept. The results of the study showed that a Pearson r-test revealed a statistically significant (p<0.05) relationship between academic self-concept and academic achievement that had a strength of an R square=27 %. A multiple correlation test revealed a statistically significant relationship between academic self-concept, absences, and academic achievement that had a strength of an R square=33 %. The findings of the study indicated that there is a need for more research concerning motivation-related variables that may be related to academic achievement.

Mohanasundaram and Kumar (2000) studied that hemisphericity and achievement of class XI students studying history in higher secondary school. The objectives were (1) To find out the significant difference, if any, in achievement, in history of higher secondary students with right, left and integrated hemisphere dominance; (2) To find out the correlation, if any, between hemisphericity and achievement of higher secondary students in history. Descriptive normative survey method was followed.
A sample of 300 students studying history at class XI in higher secondary schools in Thanjavur district in Tamil Nadu was selected and stratified random sampling technique was followed. Three tools were used this study like style of learning and thinking test, achievement test. The findings revealed that (1) There was a significant difference in achievement between the students with right and integrated hemisphere dominance. (2) There was no significant difference in achievement in history among the students with left and right and left and integrated hemisphere dominance. (3) There was significant correlation between right and integrated hemisphere dominance and achievement in the history of the students. It inferred that the right hemisphere dominance contributes more to the achievement than the integrated hemisphere dominance.

Pada (2000) studied that analysis of the relationship between academic achievement and school interventions of class IX students. The objectives were (1) To find out the effect of school interventions on academic achievement in different categories of schools; (2) To assess 6 Indian educational abstracts interrelationship between academic achievement and interpretations provided in different categories of schools. Descriptive survey method and qualitative, quantitative approaches was followed. The sample constituted 55 Headmasters and 550 students of class IX from different categories of schools in the district of Phenkani, Orissa and probability sampling method was followed.

An achievement test of the annual examination tool was used. The findings revealed that (1) All categories of school differed significantly from one another as regards the academic achievement of the learners. (2) There is no significant difference in school intervention score between government and non-government schools. (3) There is no significant relationship between academic achievement and school intervention in government and nongovernment schools.
(4) There is marked relationship between academic achievement and school intervention in the schools managed by Scheduled caste (SC) and Scheduled Tribes (ST) development department. It concluded that there was no significant relationship between academic achievement and school intervention in the schools of Dhenkanai district.

2.2 Studies on Photographs Based Teaching

Oluwagbohunmi and Abdu-Raheem, (2014) conducted a study on Sandwich undergraduates' problems of improvisation of Instructional materials in social studies: the case of the Ekiti State University. This study examined problems of improvisation of instructional materials by social studies sandwich undergraduates in Ekiti State University. The study employed descriptive design of the survey type. The population of the study consisted of all social studies sandwich students.

A sample of 152 social studies students made up of 55 male and 97 female students from the 200-400 level was selected through simple random sampling technique. A self designed and validated instrument tagged “Problems of Improvisation of Instructional Materials in Social Studies (PIIMSS)” was used for the study. The instrument was validated by experts and its reliability was ensured through test-retest method. Data collected were analysed with mean, standard deviation and inferentially tested using t-test statistical method. The two hypotheses raised were tested significant at 0.05 levels.

The findings of the study revealed that there is no significant difference in problems of improvisation experienced by male and female sandwich students and that there is a significant difference in the problems of improvisation of instructional materials among the levels of sandwich students. Based on these findings, it was recommended that the university should organize seminars for sandwich students on how to source for and prepare appropriate instructional materials in the absence of the ideal ones.
Youngs, Suzette (2012) conducted a study on understanding history through the visual images in historical fiction. Historical fiction picture books have won numerous children's literature awards and have assumed a prominent role in the literacy landscape of elementary and middle school classrooms. Whether read in read-alouds, study groups, as a focus of genre study, or as a supplement to the social studies curriculum, historical fiction picture books are a ubiquitous feature of elementary classrooms.

The problem is the central focus in elementary reading education on teaching the strategies and skills necessary for understanding written text. When this is the case, the visual images and design features of the text are often overlooked, and readers' construction of meaning with textual features (printed words) is privileged. In this study highlights how purposeful instruction in visual and design systems of meaning of historical fiction picture books moved readers beyond literal elements of the texts and images, encouraged readers to construct meanings from a variety of perspectives, and created spaces for critical reading and inquiry.

Ormond, Barbara (2011) carried out a study on enabling students to read historical images: The value of the three-level guide for historical inquiry. The use of the three-level guide provides valuable assistance in developing student understanding of historical images. Enables close analysis of images, while simultaneously contextualising important historical information; it is an ideal tool for in-depth interpretation. The tool works by developing critical thinking and discussion about ideas and issues raised in the Guide's statements. The findings revealed that a critical thinking process develops an awareness of the significance of visual clues and facilitates debate on a variety of interpretations.

Raty, Hannu, et al. (2011) study conducted on a picture is worth a thousand words: A comparison of pupils' images of intelligence in Finnish and Russian Karelia.
The objective was to examine Finnish and Russian children's images of intelligence as contextualized in the systems of the school and gender. Finnish and Russian pupils, aged 11-12 years, were asked to draw pictures of an intelligent and an ordinary pupil and a good and an ordinary pupil. A distinctive feature shared by the children in both countries was that intelligent pupils were depicted as positively orientated to knowledge and studies and as similar to good pupils. The Russian children's pictures emphasized academic performance, suggesting that the contribution of the school to children's representations was greater in Russia than in Finland.

In regard to gender, appearance, the intelligent pupil was usually pictured in gender-neutral or childish features, suggesting that being defined as intellectually competent entailed deviating from the heterosexual ideal. The ambivalence associated with social definitions of intelligence is addressed.

Sarfraz Ahmad, et al. (2011) revealed that role of audiovisual aids in developing mathematical skills at the secondary level in district Kohat. The objective was to investigate the role of audio-visual aids in developing mathematical skills at the secondary level in district Kohat. All students of secondary schools in the district Kohat constituted the population of the study. The study was delimited to the students of government high secondary school No 3, Kohat and the students of 10th class. The sample consists of forty students.

Pre-test and post-test in the subject of mathematics. Pre-test was used to divide the class into experimental and control group. Post-test was used after giving a suitable treatment using different teaching technologies to the experimental group. The performances of the students who have been taught by using teaching technologies were better than the students who were taught through the traditional methods. The study concluded that the students were more enthusiastic in learning through modern teaching technologies that is multimedia and movies.
McCormick, Theresa and Hubbard, Janie (2011) conducted a study on every picture tells a story: A study of teaching methods using historical photographs with elementary students. The purpose of this study was to provide descriptive portraits of how two elementary teacher candidates incorporated historical photographs when teaching history. To construct new knowledge in the field of elementary social studies teacher education, an examination into their planning, implementation, and reflection was investigated. Two descriptive snapshots of practice are to provide insight into possible connections between what instructors teach in social studies methods courses and what is actually going on in the teacher candidates' field placements.

Allen, Marcus (2010) studied on teaching introduction to American government, politics: Learn from the visual images in textbooks. Political science students learn the fundamental principles and values about the American political system from American government, politics textbooks. Most of the major textbooks used in these courses utilize the traditional institutional and behavioural approaches to the study of American government and politics, which examines the institutions and processes from a hegemonic perspective with emphasis being placed on the political actors who dominate these institutions.

The sample consists of 27 circulating introductory American government, politics textbooks published from 2004 to 2007. The struggles of non-dominant groups are not treated as integral in the American historical development or political experience. Situated in a literature review of similar studies, in this study content analysis was used to examine visualizations of African Americans in 27 circulating introductory American government, politics textbooks to ascertain whether these illustrations reinforce or argue against traditional, hegemonic coverage of politics. The findings of the study support previous studies to indicate continued hegemonic coverage of politics, but with lessening concentration.
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Britsch, Susan (2010) revealed that photo-booklets for English language learning: Incorporating visual communication into early childhood teacher preparation. Photography and early childhood education as related specifically to English Language Learners, several current teacher resources do focus on uses of photography in classrooms for young children. It is a substantial reference to the planned use of language along with image creation through photography for the language development of English Language Learners (ELLs) in the early childhood classroom.

Teacher training, too, devotes insufficient attention to either visual literacy or visual communication. The visual is English language development as a basis for a sample photography project that can be incorporated into a course for pre-service teachers in methods of teaching ELLs. Pre-service teachers thus experience the project first-hand in terms of image creation and the planning of appropriate content, language, and visual literacy objectives. Visual products then function as teaching resources themselves; however, effective visual learning for ELLs requires that teachers possess such an informed understanding of the techniques that structure and assist the language developer.

Eshach, Haim (2010) studied that using photographs to probe students' understanding of physical concepts: the case of Newton's 3rd law. The objectives were to introduce and evaluates a novel technique for pinpointing learners' misconceptions, namely, one that has a learners create and interpret their own photographs (CIP). The sample constituted 27 high school students and 26 pre service teacher trainees were asked to assume the role of textbook designers and create a display photograph plus attached verbal explanation in their opinion; best depicted Newton's 3rd law.

The participants' photographs yielded the following six misconception categories: 3rd law, not depicted; 3rd law depicts a sequence of events; tendency to introduce irrelevant entities in explanations; the word "reaction" used colloquially; tendency to restrict the application of the third law to
dynamic situations; and informal explanations in which the word "force" is absent. The CIP method can be effectively employed to elicit, detect, and investigate learners' misconceptions. The CIP method joins the growing efforts to utilize the yet relatively untapped potential of visual tools for science education purposes.

Krauss, David, et al. (2010) carried out a study on using photographs as case studies to promote active learning in Biology. Case studies are effective and stimulating ways to teach a variety of subjects, including the biological sciences. In learning the details of a particular case, students develop skills in both deductive and inductive reasoning, hypothesis forming, and developing tests for hypotheses, among others. Developing reading and case studies take up a great deal of time, however, and this is not always practical in a class like introductory biology in which time is critical and large amounts of information must be covered. The use of photographs as case studies for biology teaching not as a substitute for regular lecture time, but as a supplement to it.

Lambert, Dana Ann (2010) revealed that exploring the educational aspirations of rural youth: An image-based study using participant produced photographs. The purpose of this study was to explore how students in one rural ninth grade classroom perceive their home, school, and community environments as supporting and / or inhibiting their educational aspirations. The visual ethnographic study was followed.

In this study students were allowed to describe their reality in a tangible visual manner by studying; what students do (behaviours), what they say (reporting on photographs), and what they make, (photographs). Cultural themes emerged from the three environments; school, community and home in which rural ninth grade students spend a majority of their time. This study was conducted in a rural area in the county of Colorado, referred to as Steel County, located approximately ten miles east of the city.
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The community surrounding Steel County consists of residential areas, produce farms, and small businesses. The rural high school student body is comprised of sub-cities and transfer students from outside areas compiling a fifty mile parameter. The use of photography provided a unique lens at capturing multi-level relationships that impact rural educational aspirations. Student photographs successfully captured social relationships within the cultural, political-economic, socio-political and spatial context of a rural community, captured within the home, school and community setting.

Rizwana Muneer et al. (2010) conducted a study on the perception of the teachers of the arts faculty, University of Karachi about the significance of Audio-Visual aids in teaching: Problems and prospects. The problems being faced by them in using audio-visual facilities in classroom teaching and particles and what were the future prospects. This was a descriptive study based on empirical approach. The data were collected through a pre-constructed questionnaire. The analysis of the data was made with the help of Simple Frequency and Percentage Distribution Tables. Discussions on Conclusions were made for Recommendations to strengthen the teaching methodology for the improvement of quality of education.

Bruce, David (2009) carried out a study on writing with visual images: Examining the video composition processes of high school students. The purpose of this study was to explore the manner in which students created video compositions in a secondary English language arts media studies program. This yearlong, classroom-based study examined the video composition processes of three case study groups (n=3, n=3, n=4) within the context of both their classroom (n=19) and the entire communications program (n=82). The print composition (think aloud and retrospective think aloud protocols) in order to more fully explore the processes students used to compose their videos. The video composition is a complex, recursive process that allows for sequential multimodal representation of thoughts and ideas.
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Four areas are addressed: video allows for the expansion of compositional choices, demonstrates the verisimilitude of students' initial concept to videotaped image, highlights the visualized in students' representations of ideas, and provides research methodological considerations.

Akbaba, Bulent (2009) examined that photograph usage in history. The effect of photograph usage in history education to the students' achievement was trying to be identified. The pre-test, post-test control group design, a frame was tried to be established between the experimental group and the analytical usage of the photograph, the control group's courses were done with traditional teaching methods (lecture, question-answer). After the five weeks of application. It was identified that photograph usage effected the student's achievement in history education.

Dilek, Dursen (2009) revealed that the reconstruction of the past through images: An iconographic analysis of the historical imagination usage skills of primary school pupils. The purpose of this study was to understand how sixth grade students use their imagination skills in the historical thinking process and, by doing so, how they construct the past. In this respect, first, an exhibition / museum was visited in the context of social studies during history lessons in a primary school in the Kadikoy district in Istanbul. Then, the students were asked to draw their construction of the past in their imagination using historical sources. Nine products / illustrations were selected and purposive sampling method was followed.

The resulting data were analysed using the document analysis technique which is one of the qualitative research approaches. Some anachronistic data were found, it was seen that most students have the ability to reconstruct the past, appropriate to the historical context using the historical sources, which are effective in the process of disciplining students' historical imagination. The pupils have the ability to use their former knowledge and experiences during their imagination and thinking processes.
It is asserted that the supportive role of the teacher plays a key role in both preparing students to overcome the obstacles that they face while they are in the process of historical thinking through the use of historical sources and basing these kinds of skills on a healthy pedagogical ground.

Hennessy, Sara and Deaney, Rosemary (2009) revealed that the impact of collaborative video analysis by practitioners and researchers upon pedagogical thinking and practice: A follow-up study. The purpose of this study was to assist teachers in articulating the pedagogical rationale underlying their practice, and uniquely, to engage them in theory building about strategic technology use. A follow-up study carried out one year after the collaborative analyses in order to assess the subsequent impacts of the process of critical reflection. The eight teachers were questioned using a semi-structured interview technique that allowed us to elicit structured and personalized accounts of the impact on pedagogical thinking and practice and the supporting or constraining factors.

The approaches developed during T-MEDIA had additionally been disseminated to and adapted by other subject colleagues. This approach supports the development of an analytical scrutiny of classroom teaching and offers a significant professional development opportunity. In particular, under conditions of sensitive support, teachers will readily accommodate theoretical constructs into specific areas of professional thinking and practice.

Perry, Beth, et al. (2009) carried out a study on photographic images as an interactive online teaching technology: creating online communities. The purpose of this study was to develop and implement innovative teaching technologies that help create virtual communities. To document and analyse the students' perceptions of an original interactive teaching technology called photo voice (PV) (Wang and Burris, 1997). PV was trailed as a teaching strategy in a graduate course on change management.
The exploratory research method was followed. Following the completion of the course, qualitative data was collected from students regarding their experiences with PV. Three key themes emerged from the data: (a) support for course engagement, (b) enhancement of the learning environment, and (c) development of social connectedness.

Hillis, Peter (2008) studied on authentic learning and multimedia in history education. The momentum gathering behind authentic learning/critical skills raises fundamental issues concerning teaching and learning. The more general arguments surrounding authentic learning with particular reference to an in-depth evaluation of its impact on schools in one part of Great Britain was selected. To teaching and learning influenced the design of a multimedia Compact Disc–Read–Only Memory (CD-ROM) examining attitudes and policies towards poverty in the nineteenth century Glasgow. The authentic learning and multimedia together create a powerful medium for learning by mirroring the methodology and sources used by historians.

Rajender Kumar (2007) carried out a study on comparative study of the effectiveness of three instructional systems for teaching information technology to secondary school students. The purpose of this study was to find out the best instructional method out of three i.e., Conventional Instructional System (CIS), Audio-Video Instructional System (AVIS) and Multimedia Instructional System (MIS) for teaching information technology at the secondary level. The total 120 students were randomly selected from three Central Board of Secondary Education (CBSE) affiliated schools. They were assigned to three groups on the basis of their scores on intelligence tests. These three groups were taught by three different methods. Four tools were used in this study out of which, except for intelligence test all other tools were developed by the researcher.
After attaining the raw scores and applying different statistical techniques like Analysis of Variances, t-test and factorial design. The findings of this study indicated that MIS is the best method, AVIS is the second best and CIS is the third best method for taking information technology at secondary level.

Anuradha, et al. (2006) carried out a study on television viewing behaviour of adolescents – its impact on their academic achievement. The objective of this study was to study the television viewing behaviour of adolescents and its impact on their academic achievement. 48 adolescent (24 boys and 24 girls) along with their mothers selected randomly from government Telugu medium schools (8th, 9th and 10th standards) in Tirupati town. Adolescents Television (TV) viewing behaviour was collected from students as well as their mothers by using two tools ‘omnibus schedule for parents’ and ‘omnibus schedule for children (both developed by Anuradha and Bharathi, 1998).

Academic achievement was obtained from school records. The mean Television viewing time for boys was 166.47 minutes (SD = 98.97) and the same for girls was 182- 89 minutes (SD= 93.82). Adolescent did not differ significantly in their TV viewing behaviour according to sex, grade and type of family. The percentages of marks were found to be more for adolescents with cable connection than those without cable connection.

Meenu (2006) studied on utilization and effectiveness of educational television programmes at primary school level. The objectives of this study were (1) To conduct a survey of the facilities for utilization of Educational Television (ETV) programmes in Delhi at primary school level; (2) To study the effect of ETV programmes for primary school children – classes III and V in terms of their achievement in ETV lessons (EVS and Mathematics) and reaction towards ETV programmes;
(3) To study the effect of intervention programmes. Post-telecast
discussion to be conducted by teachers along with ETV programmes in
primary school children in terms of their achievement of ETV lessons (EVS
and Mathematics) and reaction to the ETV programmes; (4) To study the
attitude of the class-teachers towards the quality of ETV programmes; (5) To
make recommendations to administrations and producers on different
aspects of ETV programmes. Quasi-experimental research design, Pre-
post-test control design was used for the experiment which was conducted
in schools without disturbing the school schedule.

A purposive sampling technique was followed. The total number of
samples was 40. The study was conducted in two phases – first comprised
the status study of utilization of ETV facilities in primary schools; second
aimed at the investigation into the effectiveness of the ETV programmes
broadcast by Doordarshan. The questionnaire for headmasters and
teachers, achievement test for class III in EVS and Mathematics, achievement
tests for class V in EVS and Mathematics, teacher attitude
towards Educational Television (ETV) programmes – A rating scale, learner
reactions towards ETV programmes – An interview schedule. Analysis of the
data has been done by using ANOVA.

The ETV lessons in Mathematics and EVS (Science and Social
Science) taught to students of both class III and V significantly improved
their learning achievement as compared to their counterparts taught through
traditional method. The ETV lessons developed more favourable teacher
attitude and learner reactions towards ETV programmes. The improvement
in learning achievement has played an important role in developing positive
social scale values and cooperation among students.
Lilian Pozzer-Ardenghi and Wolff-Michael Roth (2005) carried out a study on photographs in lectures: Gestures as meaning-making resources. The use of photographs during lectures and lecture-type situations were analysed with respect to the semiotic resources that speakers standing next to the projected photographs provided for understanding and learning from them. Identified eight types of gesture as semiotic resources that decreased the ambiguity inherent in photographs, and that has the potential to enhance the understanding of photographs and the scientific concepts embodied in them. The study concluded that the teachers can help their students learn to read and interpret photographs from lectures when they project them in such a way that it allows the use of gestures as additional meaning-making resources.

Natesan (2001) revealed that teaching concepts in Mathematics through video cassette - an experiment. The objectives of the study were (1) To study the effectiveness of teaching concepts in mathematics through videotape; (2) To compare the effectiveness of teaching concepts in mathematics through videotapes with that of traditional methods; (3) To compare the effectiveness of teaching concepts in mathematics through videotape mixed with discussion by giving pause often with that of traditional methods; (4) To study the gender difference in achievement in Mathematics. Experimental method (Equivalent group design) was followed. The sample consisted of 45 boys and 45 girls and probability sampling technique was followed. Achievement test was used.

The findings of the study indicated that (1) It implied that the increased level of academic achievement of the experimental group was due to the teaching of Mathematical concept through videotape. (2) There was a significant difference between boys and girls in all groups. In all the girls’ performance were superior to boys.
Idayavani (1999) study examined developing a video programme on weathering and work of rivers in Physical Geography for higher secondary students. The objectives of the study were (i) To prepare a video programme on ‘Weathering’ and ‘Work of the Rivers’ for instructional use for higher secondary students. (ii) To find out whether the video method is more effective than the traditional lecture method in teaching the concepts of ‘Weathering’ and ‘Work of the Rivers’. (iii) To find out whether the higher secondary students improve their achievement after viewing the video programme. The pre-test, post-test equivalent groups design and a video-lesson and lecture method was used.

The sample was selected as 60 students (30 males and 30 females) of standards XII of the O.C.P.M. girls’ higher secondary students, Madurai. The data were analysed by Mean, SD and ‘t’-test. The findings revealed that (i) The higher secondary students improved their learning of the concepts on ‘Weathering’ and ‘Work of the Rivers’ after viewing the video programme. (ii) The higher secondary students taught by the video method performed better than the students taught by the traditional lecture method.

Jaiswal (1992) revealed that a study of higher education, science education television programme in terms of their contents, presentation, students’ reaction and effectiveness. The objectives of the study were (i) To analyse the higher education, science education television (ETV) programmes in terms of their contents and presentation. (ii) To find out the effectiveness of their higher education, science ETV programme in terms of students’ achievement. (iii) To find out students’ reactions to higher education, science ETV programmes. A content analysis method was followed. The sample selected B.Ed. and Diploma in computer education students of the institute of education, Devi Ahilya Vishwavidyalaya, Indore. The selected ETV programmes were recorded through Video Cassette Recorder (VCR). They were analysed with the help of tools.
Achievement tests were prepared on the basis of such analysis. The sample students were administered to achievement tests on the topics concerned before and after showing the ETV programmes. Content analysis format of ETV programmes, presentation analysis format of ETV programmes, achievement test on each ETV programmes and reaction scale. The data were analysed by using Percentage, Chi-square and 't'-test.

The findings indicated that (i) Most of the programmes (above 68%) focused on knowledge and on understanding objectives. (ii) The majority of programmes (80 to 88%) had followed a logical sequence in the presentation; had covered the teaching points adequately and had used languages appropriately. (iii) Lecture with demonstration and illustrated talk were found quite effective. (iv) In all the programmes, except one, the post test scores of both the English and the Hindi media students were significantly higher them their pre-test scores. These programmes included different subject areas like Biology, Chemistry, Physics, Computer and general science.

Golani (1982) revealed that the use of audio-visual aids in the secondary schools of District Thane. The objectives of the study were (i) To create awareness among teachers and headmasters of secondary schools about the importance of audio-visual aids. (ii) To help in raising the academic standard in secondary schools of Thane district. (iii) To know the existing situation regarding audio-visual materials in the secondary schools of Thane district. (iv) To elicit the opinions of headmasters and concerned teachers about the measures for providing better and improvised materials on audio-visual education. (v) To present these measures in the form of concrete proposals and their implications for secondary schools as well as for the professional courses in training teachers and preparing materials for audio-visual aids in education.
The empirical survey method was followed. A survey was conducted in 217 secondary schools in Thane district. Experiments were conducted in 20 schools to demonstrate the advantage of using audio-visual aids in teaching subjects like Social Studies, Mathematics, Sciences and Languages. Tools like Questionnaire, Interview, Visits and Observation experiment was used. The findings revealed that (i) According to the opinions of the Secondary Schools under survey, the teaching aids were essential and useful in developing clear concepts and in stimulating learning. (ii) Audio-visual aids being expensive, the schools could not afford to purchase them. Sophisticated aids, like a tape recorder, radio, television set and projectors, were out of the question in many of the schools as they were exorbitantly costly.

(iii) Audio-visual aids were not easily made available whenever required. (iv) Due to difficulty of transport in rural areas, the audio-visual aids were not available even on loan. (v) The use of audio-visual materials could be increased if teachers were allowed some free time for the location and preparation of requisite materials: because they had to perform many other duties in addition to teaching they did not usually find time. (vi) Because of non-availability of trained personnel in audio-visual education there was a lack of guidance and assistance to the teachers; not a single school had employed a specially trained teacher for this purpose. (vii) Some schools had projectors, but few films and due to non-availability of technicians; the projectors were lying unused. (viii) Accommodation was a problem of every school in the district; laboratory and teachers’ common rooms were used for storing the materials. (ix) For want of accommodation some schools used laboratory and classrooms for showing films and filmstrips on the projector. (x) Very few schools were having an auditorium of their own, but it was hardly used for showing films; on the contrary, some class arrangements were made in the hall, due to shortage of classrooms.
(xi) There was no incentive of any kind to the teacher for using teaching aids. (xii) Schools promised to use modern teaching aids in the near future, if they got monetary support from the government. (xiii) The full value of the teaching aid could be realized only when the teacher was thoroughly trained to use it to the best possible advantage. (xiv) Better results in the field of audio-visual aids could be achieved only if the audio-visual education institute took up this problem with the government, through the state institute of education, Pune and provided a good service to the secondary schools as early as possible. (xv) The students learned better when audio-visual aids were used and they also sustained more interest in the learning activity with audio-visual aids than without them.

Ramachandra (1982) conducted a study on the use of visual aids by teachers of University of Agricultural Sciences. The objectives of the study were (i) Evaluating the current use of visual aids by the teachers of Agricultural University. (ii) Identifying the factors governing the use of visual aids. (iii) Finding out the association between the visual aid use level and the factors governing their use. (iv) Finding out the association between the visual aid use level and the visual aid use determinant level. (v) Identifying the relative influence of the factors associated with the visual aid use level. (vi) Identifying the over-all influence of the factors in determining visual aid use level of teachers.

All teachers, research workers and extension workers located in the four teaching campuses who had taught at least two courses to either undergraduate or postgraduate students for the last two years (1977-1978) were included as respondents in this study. Out of 279 respondents selected, only 234 responded. A simple and objective scale was designed to measure visual aid use level covering the visual aids such as a chalk board, maps / graph / charts, flip charts, flannel graphs, specimens / models and slides.
A comprehensive scale was developed to measure visual aids use determinants, which included personal, situational and administrative factors. The test-retest method was followed and reliability was found from 0.77 to 1.00. Mean, median, coefficients of correlation and multiple discriminate analyses was used.

The findings indicated that (i) The visual aids use level index values were low in basic science and humanities and were high in other agricultural colleges, veterinary colleges, and fisheries colleges. (ii) Through slight variations were seen in the mean and median values of the visual aids use index among teachers of different age groups, the association between the age and the visual aid use level was not significant. (iii) The association between the visual aids use indices and teacher’s qualification, experience, training status was significant.

(iv) Another factor like the number of times. The course was offered, the number of students per class, undergraduate or postgraduate level of teaching, training on visual aids, attitude towards visuals aid budget allotment on visual aids through they affected the mean values slightly, did not have a significant association with the visual aid use level. (v) However, knowledge of visual aids, availability of material resources to develop and use them inside the classroom, administrative encouragement and follow-up evaluation were highly significant in their association with visual aid use. (vi) The association between visual aid use level and the visual aid use determinant level was positive and significant. (vii) Multiple discriminate analyses indicated the relative magnitude of the contribution in the descending order of the factors as (a) Knowledge of visual aids (b) availability of material resources (c) administrator’s encouragement (d) facilities to use visual aids in the classroom (e) follow-up evaluation on the use of aids.
Jeyachandran (1980) carried out an experimental study of the efficacy of programmed filmstrips as a method of teaching history in the secondary schools. The objectives of the study were (i) To develop software materials for the media. (ii) To validate the developed materials against the conventional teaching in terms of immediate recall and delayed retention in the case of the four objectives viz., knowledge, understanding, application and skills. The sample consisted of nine schools in the city of Madras. All were Tamil-medium schools out of which five were boys' and four girls' schools. The total sample consisted of 450 boys and 315 girls. The subjects were divided into three groups which were taught through three different methods, namely, teacher with programmed filmstrip, programmed filmstrip without teacher and the conventional method. Four lessons were prepared on the unit ‘Buddhism and Jainism’.

Achievement tests were prepared by the investigator. These tests were administered before the lesson, after the lesson and four weeks later to get the present, post-test and retention scores. The data were analysed by Bartlett’s F-test. The findings indicated that (i) It was possible to develop programmed learning materials in history. (ii) Group pacing was possible in programmed learning. (iii) Programmed learning materials (PLM) could be integrated with audio-visual materials. (iv) PLM could be used through media like filmstrips. (v) Teacher had an important role when self-learning techniques were employed. (vi) Higher cognitive abilities could be developed through PLM. (vii) Learning through PLM resulted in better retention. (viii) Between programmed filmstrip with the teacher and programmed filmstrip alone, the former was more effective. (ix) Retention of learning was more in the case of programmed filmstrips with teacher and without the teacher in comparison with the conventional method.
(x) So far as the achievement of different objectives viz., knowledge, understanding, application and skills were concerned; it was the maximum in the ease of teacher with programmed filmstrip followed by programmed filmstrip and the conventional method in that order.

2.3 Synthesis of Review of Literature

By analysing the objectives the studies already undertaken, there are four important heading under which the studies have been analysed.

Teaching and learning through information and communication technology


An effect of photographs usage in learning to the students’ reported by McCormick, Theresa and Hubbard, Janie (2011); Britsch, Susan (2010); Eshach, Haim (2010); Akbaba, Bulent (2009); Lambert, Dana Ann (2010); Lilian Pozzer – Ardenghi and Wolff – Michael Roth (2005); Krauss, David, et al. (2010). The use of the video programme achieved from students’ understanding, observed by Bruce, David (2009); Idayavani (1999); Natesan (2001). Photovoice was trialed as a teaching strategy in a graduate course (Perry, Beth, et al., 2009), the effectiveness of educational television (ETV) programs (Meenu, 2006); (Anuradha, et al., 2006); (Jaiswal, 1992).

Rajender Kumar, (2007) examined to find out the best instructional method out of three for teaching methods. Golani, (1982) focused on audio-visual aids used sustained more interest in the learning activity, use of visual aids by teachers and to utilize the programmed filmstrips immediate recall, delayed retention (Ramachandra, 1982).
Chapter - II
Review of Literature

Improve thinking and understanding the concept of pedagogical approaches


Enhancing academic achievement in the learning process

Byer, John (2000) focused their research to find out the effect of school interventions and motivated related variables of absences, self-concept enhancing academic achievement. Mohanasudaram and Kumar (2000) examined to find out the correlation, if any, between hemisphericity (left and right) and achievement of students.

Sarfraz Ahmad, et al. (2011) investigated the role of audio-visual aids in developing mathematical skills and the television viewing behaviour of adolescents impact on their academic achievement attempted by Anuradha, et al. (2006).

The following studies were analysed from methodological aspects.

Padurano, Dominique (2011) and Bruce, David (2009) utilized a case study method. Yilmaz, Ali (2009); Mohanasundaram and Kumar (2000); Pada (2000); Golani (1982) followed the survey method and collected data from questionnaire, interview, observation, Likert scale and achievement test. Sarfraz Ahmad, et al. (2011); Natesan (2001); Idayavani (1999); Jeyachandran (1980) employed the experimental study and pre test, post test equivalent group design was followed. Akbaba, Bulent (2009); Meenu (2006) selected the quasi experimental research, pre-post control group design and questionnaire, achievement test, rating scale and interview schedule further collected data.

The following of the research studies presents important insight for improving the learning process through technology, development of thinking skills and enhancing academic achievement of various techniques.

Improving learning process through technology

The findings of the study by Padurano, Dominique (2011) revealed provide a pedagogical rationale for incorporating various types of visual stimuli into an introductory survey. Akkerman, Sanne, et al. (2009) identified game and storification processes positively affected the engagement of the students being activated and motivated during the game. Frykman, Sue Glover (2009) confirmed that a significant contribution to meaning making by stimulating imagination, encouraging reflection, drawing on existing experience and knowledge.

Coohill, Joseph (2006) concluded that history lecture should think of images from the very beginning when conceiving a lecture (pedagogical success). Raty, Hannu, et al. (2011) revealed gender, appearance, the intelligent pupil was usually pictured in gender-neutral or childish features.

McCormick, Theresa and Hubbard, Janie (2011) finding indicated continued hegemonic coverage of politics, but with lessoning concentration. Britsch, Susan (2010) studied on effective visual learning for English Language Learners (ELLs) requires that teachers possess understanding of techniques assist the language development. Eshach, Haim (2010) findings revealed that create and interpret their own photographs (CIP) method effectively employed to elicit, detect and investigate learners’ misconceptions. Krauss, David (2010) findings indicated that the use of photographs as case studies for biology teaching not as a substitute for regular lecture time, but as a supplement.
Lambert, Dana Ann (2010) study indicated that the use of photography provided a unique lens at capturing multi-level relationships that impact rural educational aspirations. Akbaba, Bulent (2009) identified photograph usage effected the student’s achievement in history education. Bruce, David (2009) revealed that a model was developed to describe the recursive stage and phase aspects of the students’ video compositions. Dilek, Dursen (2009) concluded that the usage of historical sources effective in the process of skills of a healthy pedagogical ground.

Perry, Beth, et al. (2009) findings revealed that support for course engagement, enhancement of the learning environment development of social connectedness. Hillis, Peter (2008) in their main findings indicated that the authentic learning and multimedia together create by method and sources used by historians. Rajender Kumar (2007) revealed that multimedia instructional system (MIS) is the best method, audio-video instructional system (AVIS) is the second best and conventional instructional system (CIS) is the third best method for taking information technology at secondary level.

Meenu (2006) examined their findings the educational television (ETV) lessons developed more favourable teacher attitude and learner reactions towards ETV programmes. Lilian Pozzer-Ardenghi and Wolff-Michael Roth (2005) concluded that the teachers can help their students learn to read and interpret photographs from lectures the use of gestures as additional meaning-making resources. Idayavani (1999) from this study indicated that the video method performed better than the students taught by the traditional lecture method. Jaiswal (1992) concluded that most education television (ETV) programmes focused on knowledge (68%), understanding, logical sequence (80-88%), the post test scores of both the English and the Hindu media students were significantly higher than their pre test.
Natesan (2001) finding indicated that the increased level of academic achievement of the experimental group was due to the teaching of mathematics concept through video-cassette. Ramachandra (1982) from this study indicated that the visual aids used level index values were low in basic science and humanities and were high in other agricultural colleges, veterinary colleges and fisheries colleges. Jeyachandran (1980) results revealed that programmed learning materials (PLM) method higher cognitive abilities, better retention, teacher’s use of programmed filmstrips (PF) more effective and objectives viz., knowledge, understanding, application and skills concerned.

Development of thinking skills

Yilmaz, Ali (2009) revealed the prospective social studies teachers’ self-efficacy perceptions in relation to history teaching are high. Savich, Carl (2008) from this study finding indicated that the inquiry method improved critical thinking skills based on the comparison of a test, quiz score grade. Wiersma, Ashley (2008) concluded that pedagogy and aligning them with best practices to become more effective in the classroom.

Bolinger, Kevin and Warren, Wilson (2007) identified passive methods are used more frequently than active and arguably, more authentic methods with best practices appear in the classroom. Ormond, Barbara (2011) indicated that a critical thinking process develops an awareness of the significance of visual clues and facilities debate on a variety of interpretations. Hennessy, Sara and Deaney, Rosemary (2009) suggested that teachers will readily accommodate theoretical constructs into specific areas of professional thinking and practice.
Byer, John (2000) revealed their study the motivation related variables that may be related to academic achievement. Mohanasundram and Kumar (2000) from this study indicated that a significant correlation between right and integrated hemisphere dominance and achievement in the history of the students. Pada (2000) indicated that no significant relationship between academic achievement and school interaction with government and non government schools. Sarfraz Ahmad, et al. (2011) concluded that the students were more enthusiastic in learning through modern technologies than traditional methods. Anuradha, et al. (2006) revealed that the percentage of marks were found to be more for adolescents with cable connection than those without cable connection. Golani (1982) indicated the students learn better audio-visual aids (AVA) were used and they also sustained more interest in the learning activity with AVA than without them.

Akbaba, Bulent (2009) from this study finding revealed that the photograph was effective in the student’s achievement in history education. Visual literacy pedagogy becomes more sophisticated as students develop skills using the vocabularies and styles of different visual forms. Above critical review explains briefly attempts made for treatment of photographs based teaching. It is quite clear that visual literacy approaches are quite attractive and can be easily applied in teaching processes. Consequently, the present study set out to evaluate the reflective effectiveness of teaching history through photographs at higher secondary level.