The Power of Images

By Anita McAnear

Moving and still images have been powerful forces in learning for a long time. When students take the pictures and actively use them for purposeful knowledge generation, you have a dynamite combination for engagement and active learning. The technology for making this possible is currently affordable, available, and easy to use. With effective pedagogy, students can use the technology to dig deeper into content as well as support their efforts to learn basic skills such as reading and writing.

How can digital images be used in the curriculum to support learning? We have pulled together this special issue to help you answer this question. Teachers have been using images with their students since before computer-based technology and now—with technology tools—even more. Now, because of the prevalence of digital cameras, it is time to take the benefits beyond specialized curricula and pioneering teachers.

One approach is to explore and document the promising uses for digital images in the core curriculum areas. An annual leadership summit of representatives from the teacher education arms of the curriculum organizations and editors of Ed Tech periodicals made this the focus of their September 2003 meeting at the National Gallery of Art in Washington, D.C. The interest and work actually began at a previous meeting these folks attended in Bermuda in October 2002.

Glen Bull and Ann Thompson set the scene by describing the summit and providing a framework for the use of digital images in the curriculum and discussing the benefits and categories of use (p. 14). They also introduce the four curriculum articles on using digital images in language arts, social studies, science, and math. Sara Kajder and Janet Swenson discuss how students work with digital images as readers and as writers in the English language arts classroom (p. 18). Stephanie van Hover, Kathy Swan, and Michael J. Berson cover the potential of digital images to facilitate the skills and understandings of historical thinking in the social studies classroom (p. 22). Randy L. Bell, John Park, and Doug Toti discuss how current technologies put the power of image making for scientific visualization in the hands of students (p. 26). Brian Sharp, Joe Garofalo, and Ann Thompson discuss how digital photography offers new opportunities to engage students in mathematics, creating and solving real-world mathematics problems (p. 30).

Another timely submission by Judy van Scoter covers the use of digital images, cameras, and microscopes in the early childhood classroom to engage students, stimulate curiosity, and provide rich opportunities for language and literacy (p. 34).

As with any area using technology, we need some information on the technology itself—both the hardware and software. Barbara Chamberlin covers key concepts for using digital cameras and photos (p. 38). J.V. Bolkan takes a look at image editing software in the affordable (less than $150) price range and compares them to the standard of Photoshop CS ($649, p. 54). And Eric Oderman provides a student's point of view on the value of working with digital media in a broadcasting environment (p. 48).

L&L rounds out the May issue with a few more interesting articles. ISTE seeks to grow Ed Tech leaders at all levels and provide them with the resources they need to be successful. So we continue our focus on leadership as Chris Stephenson interviews Don Knezek, ISTE CEO, about U.S. policy, legislation, and advocacy (p. 6). Kate Conley concludes her series on seminal readings for leaders with a focus on technology integration (p. 10). And, this month's Member Profile features Rhonda Lee, a leader in providing her students in St. James Parish, Louisiana, with the best technology-enhanced education she can (p. 62).

About This Issue continued on p. 44

About This Issue continued from p. 4

L&L has helped ISTE focus on growing leaders by sharing educator's stories about best and promising practices. One of the best practices we have supported over the years is real-world learning. Gail Lovely reviews some real-world tools that can enhance learning in many different classrooms and educational settings (p. 50).

Now that the academic year is coming to a close, I would like to take this opportunity to offer you a challenge: Are you ready to exhibit your leadership qualities by writing an article and contributing to the body of knowledge we have about the effective integration of technology into teaching and learning? We are here to help you hone your ideas and communicate them to your peers. Send your article idea to us at submissions@iste.org or get some guidance at http://www.iste.org/LL/submissions/.

Online POP Survey Results

Last month we asked visitors to the *L&L* Web site "What is the greatest barrier to using technology now? A lack of time, knowledge, training, resources or support?" Most of you railed about training and time issues.

In our May survey, we follow up on the training issue by asking about your access to opportunities. Let us know what you think! Go online to http://www.iste.org/LL to take the latest poll.