

Visual Understanding in Education for sustainable communication skill

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ABSTRACT: Students in the twenty-first century need to find innovative ways to satisfy and respond to these learning requirements since they live in a visible world that is continuously surrounded by visual, technological stimuli. This is especially true of higher education. In order to promote advancements in sustainable awareness, the project aims to include visual understanding in education (VUE) in higher education communication skills. An interview has been employed as a tool to accomplish the study's goal. The idea of Visual Understanding in Education (VUE) is one of the many novel or modern ways that has produced remarkable outcomes in a wide range of specialized sectors. Teachers may spread lessons of responsibility and consciousness by being aware of information, comprehension, and the links between visual media and communication sustainability. This approach suggests that in order to successfully communicate sustainability, the development process should foster awareness. These results provide a description of purpose-driven graphics that promote knowledge and awareness of sustainability. Higher education students' communication skills in the target language are enhanced by these contexts' shown preference for VUE usage.

Keywords: Visual Understanding in Education (VUE); higher education application; sustainable communication skill.

1. Introduction

Education tutors and students, who directly benefit from their work, live in a society where visual cues from the technology industry are all around them (Ahmadi, 2018). When it comes to English-language learners, it is maximized when certain educational initiatives include the learning characteristics of the pupils (Harmer, 2012). Visual Thinking Strategies is one of the most complicated ideas that fits into this type of (educational) understanding because it is predicated on making the most of the enhanced features of visual learning and fusing them with cognitive processes intended to help students develop their associative skills when learning skills, vocabulary, grammar structures, and syntactic sequences. This complex process has been theorized by (Yenawine, 2013) and will be covered in detail in the current study.

Infographics and animations are examples of visual communication that has grown in importance as a tool for behaviour modification and message delivery (He, Blye, and Halpenny, 2023). However, further research is required to determine the components and tactics required for successful visual communication that raise awareness and comprehension of sustainability. There is still no framework directing the creation of powerful images for sustainability, despite the fact that elements like audience, utility, and public interest have been recognized as essential design concerns (Kukhta, 2015).

This study investigated the essential components of visual communication that effectively raise awareness as well as understanding of sustainability. Since the goal was to identify the essential elements of effective visual understanding communication for sustainability, a qualitative approach was the most suitable given the exploratory nature of the study and the requirement to obtain in-depth expert opinions.

In order to determine crucial elements in producing behavior-shifting images, this study collected and examined the opinions of experts in visual design and communication (Khalil, 2021). Establishing a focal point for understanding the content and images used to convey skill sustainability themes was the expected result. This study sought to offer useful direction for initiatives to advance sustainable awareness and comprehension through visual media by creating a theoretical framework for effective visual communication. The suggested framework could make it easier to conduct more study and make advancements in the field of visual understanding communication.

1.2 Aims of the study

The study aims to present the visual understanding in Education (VUE) in higher education communication skill to impose developments to sustainable awareness.

2. Literature review

Contemporary culture has become increasingly dependent on the visual mainly for its capacity to send messages, photos etc. in an instant all over the world. Teachers now have more opportunities to include visual resources into their lessons because to contemporary technology like interactive whiteboards and PCs. Regardless of the instructional approach you decide on, visual aids will have an impact. Pupils no longer put up with tedious, monotonous presentations in which they sit quietly and take notes while the teacher speaks. They desire active involvement in the educational process. According to Thomas and Keinders (2010), the instructor takes on the role of an actor, and the students are asked to take part in the play that is performed in class. Additionally, Mannan (2005) emphasizes how

using visual aids "allows the teacher to make learning more concrete, effective, interesting, inspirational, meaningful, and vivid and helps the teacher clarify, establish, correlate, and coordinate accurate concepts, interpretations, and appreciations." (Mannan, 2005)

Experts and educators alike concur that images stimulate readers' motivation, attention, and curiosity. The majority of language instructors appear to concur that using visual aids to improve language instruction and incorporating real-world experiences into the classroom may "make learning more meaningful and more exciting" (Hartmann et al., 2022).

2.1 The Emergence of Social Media

It has shown how well visual communication can captivate audiences, encourage involvement, and change behaviour. It is still necessary to investigate the most effective ways to use visual media to raise awareness and comprehension of sustainability. Although graphics have a significant impact on the way information is disseminated, more research is needed to determine the best ways to create imagery that effectively communicates sustainability principles. (Tölkes, 2018). Research on successfully converting ideas into compelling message is necessary, as attempts to integrate sustainability measures in the sector show a disconnect between academic theory and practical integration. Information from communication studies and psychology helps explain how meaning is communicated via images. Designing powerful images is guided by investigations of the cognitive and affective aspects of attitudes (Netzer et al., 2018). The development of a cohesive framework that synthesizes essential ideas is still necessary. Effective techniques like framing and storytelling have been highlighted by studies aimed at encouraging broad pro-social actions (Warner et al., 2020), but further research is required to determine how well they work in sustainability communication. In order to create an integrated model for pro-environmental visual communication, this study sought to bridge findings from a variety of fields, including psychology, education, and semiotics. (Kujur & Singh, 2020).

By integrating diverse viewpoints, this study aimed to close this gap by developing insightful suggestions and defining best practices for this crucial behavioural intervention. The necessity for a single framework specifically designed for creating powerful visual messages and content to advance sustainability awareness and comprehension gave rise to the questions. Through the consolidation of disparate but complementary information from several fields, this study aimed to create an applied model that would guide effective pro-environmental visual communication initiatives. (Marín-Díaz et al., 2022).

2.2. The Use of Visuals in the Foreign Language Acquisition

Exposure to a range of methods increases the likelihood that students will learn the content. They are intended to assist the student by bringing past information to a conscious level in the form of an organizational framework, as Kang asserts. They aid in eliciting, elucidating, and presenting information as well as improving learning and understanding (Sadozai et al., 2022). According to him, visual organizers have the following benefits: they enable users to gain a comprehensive knowledge that words cannot express. They provide people the means to demonstrate how they think and organize. They simplify difficult ideas into an understandable display. Through synthesis and analysis, they help users digest and reorganize concepts and information and encourage learning recall and retention (Khalil, 2018).

According to him, these benefits are "particularly important in Second Language Instruction because the visuals compensate for the learners' language deficiencies." (Kang, 2004). The foreign language teachers consider the importance of learning the language in an environment as close as possible to the native one. Having at their disposal software with native voices and situations from real life help the teachers create a proper, real to life scenario which can make students hear and see the natives in their native places.

Geeraerts, considers that the “linguistic meaning is based on usage and experience”, and therefore students should be placed in an environment that “trigger their experiences and let them use the language for real purposes” as often as possible. According to Geeraerts (2006), “the input one receives shapes the acquisition of a second language.” while “Input the students receive in the classroom can be manipulated to make it easier to understand, fitting their needs and level,” according to Fotos herself. “Teachers have been doing it over the years, with different strategies like simplifying the grammar activities or physically highlighting the important points of a particular topic (grammar structures or vocabulary) in the presentations or in the prints that they hand them,” she adds. Nation and Newton also think that since the images will “provide conceptual scaffolding, through cultural context or other clues, and it helps with the comprehension of a foreign language for students, with the natural associations of images and words” (Nation, and Newton, 2009).

3. Using visuals in the language Classroom

As Brinton noted, “use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom.” Teachers should incorporate media-based materials if they want students to learn effectively. Above all, though, employ media to help students become more actively involved in the learning process and to make language acquisition more meaningful and real (Sadozai et al., 2022). Levin and Mayer (1993) describe the advantages of visual aids and the ways in which images aid in understanding and education. They put out a set of guidelines known as the seven “Cs.” They claim that images enhance the text’s concentration, conciseness, coherence, comprehensibility, correspondence, and codability.

3. Methodology

3.1 Study Design

In order to collect detailed opinions from professionals on visual communication for sustainability in education, this study used a qualitative technique. Based on the comprehensive description of ideas, attitudes, and occurrences in actual settings, qualitative research employs data gathering methods including observation, interviews, and document analysis (Yildirim & Simsek, 2013).

3.2 Sample of the Study

The sample consists of fourteen experts in English curriculum design and teaching strategies for the 2023–2024 school year. The selection of participants was based on their vast professional background in developing visual aids for education and environmental messaging. The synthesis of findings from many perspectives was made possible by this intentional expert sample.

3.3 Instrument of the Study

Semi-structured interviews are performed one-on-one. Rich thoughts on methods for creating powerful environmentally conscious visuals were gathered through the use of an open-ended interview methodology. The two themes from the literature review – the (1) Process of Visual Understanding and the (2) Visual Understanding in Communication Sustainability in Education – were the basis for the interview questions. Based on the individual knowledge of each participant, follow-up probing questions were modified. A total of 47 responses were collected, and statistical software was used for analysis. Data was classified into two main categories: sustainability of visual communication and visual understanding in schooling.

4. Findings

One teaching technique that may be used in a variety of settings is visual communication. Viewers of the public can tell whether sustainability initiatives have been incorporated into their daily lives, hence it is crucial to conduct a qualitative interview on public knowledge of sustainable behaviour and attitude.

Table 1: Process of visual Understanding

Category	N = 20	Transcription
Importance of visual Education	5	- The significance of education -Visual Communication at All Early Education Levels -Background of the Learner; -Public Interest-Based Media Reach (e.g., Picture); -Impact on Communications.
Information in Visualization	4	- Visual as a Medium Minor -Social media platforms and visual support -Visual awareness and - visualization in a capacity classroom
Sentiment in Visualization	2	- Visuals are a powerful tool for communication and information dissemination. - They have an impact when a problem is brought up .
Strategizing Visual Sustainability	9	- The foundation of attitude is the strategic use of visual communication, -audience personality to raise public awareness, -direct outreach to advance sustainability concepts. -Maintain equilibrium among the elements of capacity building -Awareness is spread through a variety of media. - - Capacity building strategy -With a little assistance from visual aids, -the hands-on approach provides an appropriate strategy. - Recognize the desires of the public - Sustainability is a key topic in all educational levels.

Table 2: Visual Understanding of Communication Sustainability

Category	N = 20	Transcription
Role of Technical in Sustainable Impact	2	- Color's Impact on Visual Awareness -Visual Simplicity
Role of Visuals in Sustainable Communication	6	-Visuals' function in raising awareness; -their capacity to simplify comprehension; -their approach to sustainability -Utilize the Theory of Social Constructions to Practice Sustainability -Maximize the Significant Role in Substantiality Practice
Value in Visualization	4	- Visual support, -visual aids for focused knowledge, -visualization in a classroom with a capacity -The capacity to see
Visual in Sustainable Communication	4	- Visuals encourage viewers to respond to more significant problems. -The Sustainability Limitation Seasonal Issues ----with Sustainability in Communication -Understanding the audience will help you communicate with them.

The mechanism in Sustainable Communication 4

- Visual Concepts from Public Marketing (formerly Public Art):
 - Using Visuals to Raise Awareness of Sustainability
 - The importance of social media and,
 - technology in raising awareness
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Tables 1 and 2 demonstrate how effective strategies can comprehend the sustainability of visual communication in educational knowledge. Forty participants indicated that awareness of visual communication could be generated through education, understanding visual preferences, and direct relationships to promote ideas of sustainability. In this regard, the results also directly support the Sustainable Development Goals, emphasizing the goals of responsible communication and production, sustainable communication skills, and classroom comprehension. The same is true for social involvement, where they would learn more about sustainability in the visual arts.

5. Discussion

According to the expert interview, two new strategies demonstrate visual sustainability. 1) Visual Understanding Process, and 2) Visual Understanding in Sustainability Communication.

1) Process of Public Understanding

Public education on the significance of sustainability awareness for society is the focus of this approach (Table 1). In this situation, a tactic like using the educational method could emphasize sustainability, which need to begin in the first years of education. The same is true for the data in visualization, which emphasizes social media as a way to disseminate and educate the public about visual sustainability. Early learner education offers a beneficial starting point for long-term learning, according to Siraj-Blatchford (2010).

2) Public Understanding of Visual Sustainability

The technical components of sustainable effect, visuals in sustainable communication, value in visualization, and visuals in sustainable communication are the main topics of public comprehension (Table 2) of visual sustainability. When talking about the technical aspect, the impact of scheme has grown in importance in raising public awareness. The visual's function would be determined by the scheme used, which can also simplify visual knowledge (Cao et al., 2013). To establish visual sustainability among the public, it is now imperative that knowledge of the theory of social constructions and comprehension of visual communication work together. Through visual information, the people might express their observation, understanding, and reasoning towards sustainable value.

Although qualitatively restricted, these multidisciplinary specialists' views methodically synthesize solutions for promoting visual sustainability. The framework offers guidance for academics and communicators looking to make a difference in the real world. The absence of direct behavioural results and the limited sample size are among the limitations. It is necessary to do follow-up research to validate the model using quantitative metrics. A blueprint for purpose-driven images that promote sustainability awareness and understanding is provided by these human-centered results.

5.1 Conclusion

This study concludes by shedding light on fundamental tactics for using visual communication to advance knowledge and awareness of sustainability. The qualitative results offer a preliminary foundation for integrating important ideas from several academic fields into visual comprehension. To sum up, in order to prepare people to handle the intricate issues of sustainability, visual understanding must be incorporated into education for sustainable communication abilities. Learners may better comprehend, evaluate, and communicate sustainability-related information by honing their visual literacy and communication skills, which will eventually help create a society that is more educated and involved. Visual understanding is valuable in education because it may increase critical thinking, foster creativity, enable teamwork, increase awareness, empower action, and improve comprehension. It is imperative that we keep funding and advancing visual communication skills as an essential part of education and a potent instrument for promoting change as we work to build a more sustainable future.

5.2 Recommendation and Suggestions

Additionally, researchers want to keep adding additional fields and situations to the model. Although these drawbacks, the human-centered insights provide strategic guidance for initiatives aimed at promoting sustainability. Using sensory learning modules, integrating sustainability into all educational levels, collaborating with social media platforms on interactive campaigns, and using visual storytelling to frame urgency are some specific proposals (Kujur and Singh, 2020).

It is also necessary to conduct further research on emotional motivators and messaging repetition. This study starts an important conversation about converting sustainability principles into communication that people can comprehend (Kovach and Adolphs, 2015). The suggested structure offers a path forward for visually motivated content that advances environmental goals. These tactics give content producers and change agents striving to create a sustainable future relevant direction as visual communication across technology grows.

The basic suggestions of education in raising community awareness of the importance of education, from young learner to higher education, may also be addressed by the visual form. Based on results, the research indicates that raising awareness may be influenced by a decision in a significant way. It incorporates both scientific and visual aspects and eventually affects the value of establishing a sustainable and permanent relationship.

6. References

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