

Two Chefs Are Better Than One

Partner Image Analysis

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NUTRITION INFORMATION

In this update of a traditional image analysis exercise, students work together as partners or small groups to identify key components found in visual primary sources. Students analyze an image individually, answering a set of guided analysis questions. They communicate their findings with their partner or group, who analyzed a different, but related image. The groups answer additional questions after collaboratively reviewing, and potentially altering, their initial findings to develop a more complete understanding of the images, such as what is in the images, the purpose they were created for, or the creation time period. This exercise specifically utilizes principles of constructivist learning theory, including that learners construct their own meaning and that learning is enhanced through social interaction.

LEARNING OUTCOMES

During the class session students will analyze an image individually, and then work collaboratively with a partner or small group and a different image to build understanding together. By the end of the activity, students will have synthesized the information from both images and will be able to effectively communicate their interpretation of both images' key components to a larger audience.

RELEVANT RBMS/SAA JOINT GUIDELINES

3B

COOKING TIME

Approximately 30 minutes, but the recipe can be cooked longer by using more images or expanding the time for discussion.

NUMBER SERVED

Serves 8–30. The recipe is tastiest when done in pairs, but you may consider using smaller groups (4 or fewer to allow active participation from everyone) for very large class sizes.

INGREDIENTS

- Original photographs, digital images, or physical photocopies for each student. Images selected for the recipe should be different but related so that their meaning is best understood when viewed together. Images can come from a single collection, or different collections with a similar theme, topic, or time period. Variations will produce unique, but equally tasty results.
- Magnifying glasses (optional)
- Gloves (if using original photographs)
- Laptops (if using digital images)
- Image analysis worksheet
- Pencils

PREPARATION

After a brief introduction to the archive or special collection and proper handling techniques for photos if using originals, determine pairings or small groups for the partner image analysis.

- Individual image analysis (5–7 minutes)
 - Distribute the images and ask students to spend approximately 2 minutes examining the details of their image. Mention that they may turn the photos over to see if there is a caption on the back.
 - Instruct them to use the next 3 to 5 minutes to continue reviewing their image and complete part 1 of the image analysis worksheet, answering these questions:
 - What was the first thing you noticed in this image?
 - When was the image created?
 - What was the intended purpose of the image?
 - Describe the image in one sentence.
- Partner image analysis (10 minutes)
 - Have the students meet with their partner or small group and share their responses from part 1 of the image analysis worksheet.
 - Working together, the students complete part 2 of the worksheet,

answering the following questions:

- Do you think the two images are related? Why or why not?
- Does your partner's interpretation of their image change your understanding of your image?
- Group discussion (15 minutes)
 - Coming back together as a large group, ask the partners or small groups to report their analysis of the images and how that may have changed when working together. As the final garnish on this dish, select questions to ask the larger group. Suggestions, depending on taste, include
 - What was your original sentence to describe your image?
 - Would you update that after your discussion with your partner?
 - How did the second image add context or change your understanding?
 - What information are you still missing or unsure of regarding the image?
 - Where might you find that missing information?
 - Do you think these images came from the same collection or source?
 - Does this activity change how you might interpret an image, or other types of primary sources, in the future? How?

TASTE TEST

A successful recipe will be determined by the students' ability to synthesize and communicate their findings within the small groups and larger discussion. The image analysis worksheet will serve as evidence that successful students have demonstrated an increased understanding, by comparing their initial interpretation to a more complete final analysis. The group discussion will allow you to assess students' ability to effectively communicate their analysis.