

**Visual pictures: a participatory teaching methods FGS environmental pollution in
geography subject
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The purpose of this study was to investigate the use of visual pictures as participatory teaching methods for environmental pollution in the geography subject. The study was conducted at Chanika and Mvuti secondary schools in Ilala district in Dar es Salaam. The study was guided by four objectives such as; to explore the teaching strategies used by teachers in schools, to assess how teachers' and students participate in the use of visual teaching method, to assess teachers' and learners awareness on the use of visual pictures as a participatory methods in teaching environmental pollution. The study was guided by theoretical frame work based on the constructivist learning theory which puts emphasis on learners' construction of new knowledge basing on their prior knowledge by use of teamwork, presentations and dialogue. The study employed qualitative research approach and a case study research design. The population sample included 92 participants, 90 students and 2 geography teachers. Two co-education ordinary secondary schools in Ilala district were involved. The respondents had been reached through purposive and simple randomly sampling. Data were collected through Questionnaires, observation, documentary review and interview. Data collected were analyzed using content analysis and descriptive analysis. The findings from this study revealed that learning of environmental pollution in the studied schools was dominated by non-participatory methods such as lectures, leading questions and answers plus writing notes on the blackboard. After the introduction of the digital camera and use of visual pictures taken from the students localities in outdoor activities, learners' participation increased. The learners were able to discuss the themes they wanted to work on, took pictures together, presented their findings and also were engaged in dialogues. The study noted that, teachers and learners were not aware of how best visual pictures could be used as a participatory teaching and learning method. The main challenges the teachers faced in the use of digital cameras were lack of funds, large class size, poor English language among students, and the process was time consuming. The study recommends that, more funds to be allocated to schools, to enable them to buy digital camera, computer and printers to facilitate use of visual pictures. The government also should employ more teachers so as to reduce the teaching load.