

Reimagining Visual Narratives through Technology:
A Study on The Blend of Digital Tactics with Traditional Pedagogy

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Abstract

The new generation is inclined towards digital input, creating reformation in different fields. Amidst which, while a lot of information is processed and perceived, a lot of it loses its track to reach the correct receiver. It is honest to mention how digital inclusivity has reformed education towards a massive advancement. Yet it raises the question whether that has only added quality without erasing any. In Digital Sustainability, the act of oral narratives has lost its space, being replaced by digital intervention such as PowerPoint slides, graphic images, visual pictures etc., taking out the inclusivity of storytelling and narratives. While screens add up to the quality of conceiving education and literature through technology, it creates a lacuna to incorporate traditional methods in a productive blend.

Although this sounds like a negative approach towards the advancement of technological education and reformative literature, it holds a scope to truly bring out a new perspective to academia. One of the best examples is how social media and artificial

intelligence can rather be seen as a boon than a curse in terms of sustainability, rendering a space to incorporate creativity and envisage, by creating a bridge through different languages, be it literature or digital humanities, audio interpretation and translation. Digital inclusivity in education and literature assists the possibility of advancing towards a wider approach of learning, while adding on to the wings of taking visual education into new heights by giving a point of relatability to the learners, thus creating significant breakthrough.

This study aims to explore the trajectories where technology can be utilised through different disciplines and methods towards the improvement of understanding literature and incorporating it. The study is done with the help of texts, research papers, theses, and books as its primary source.

Keywords: Visual Narratives, Digital Sustainability, Pedagogy, Inclusivity, Artificial Intelligence

Introduction

As times evolve, it is vital to move along with the advancement and tackle the change with acceptance and learning. The digital world is taking over every sector with the current advancement, and while this seems like a big shift into an uncomfortable zone, this shift might be beneficial with significant progress. The biggest challenge that arose with this disposition is the practice of narratives being considered not as efficient as it is in the traditional way. This is primarily the result of limited time frames, space and visible distractions. In traditional techniques, interactions play a major role in comprehension and understanding of narratives, giving scope to both the narrator and the receiver to process and understand the material, while trying to bring in instances from their daily life in relevance. However, in digital narratives, it becomes difficult to preserve the essence of narratives

without losing the originality of the text. But with advanced effort and correct utilization of digital tools, it is possible to render techniques that can provide visual education, making learners not only perceive literature theoretically, but also cognitively.

With technical aids such as VR, AR and even digital games, education can see a new dimension of excellence, irrespective of a learner's capacity to perceive traditional method of pedagogy. Social Media platforms can be a great addition to experiment pedagogical tactics, without significant financial drainage, while providing access to a mass. With cautious methods, learners can achieve significant feedback and motivation through digital intervention and technical methods.

This paper attempts an extensive study on how blending digital tactics with traditional methods can bring significant advancement to the new generation of pedagogical approach while preserving the narratives through re-imagined tactics.

Literature Review

The emergence of technical pathways has created a havoc, specifically amongst educators, and quite understandably, technical tactics approach a completely new pathway to pedagogy and narratives making it a big shift in the field. The gigantic shift might seem scary, but it leads to an advanced and updated scope of pedagogical advancement. Currently, digital tactics are in the rawest stage where a lot of comprehension and narratives get lost through the lack of space and time in digital framework. Many research scholars have focused on the various facets blending digital tactics with traditional methods and have come up with the horizon this aspect can expand up to.

Julie Rust in *Contemporary Issues in Technology and Teacher Education* talks about how the mix of digital media and traditional rubrics blended into a well-practiced strategy

where learners are handed with open social network with concern to everyday realities. In *A study of the effects of digital learning on learning motivation and learning outcome*, the positive impacts of digital study is explored showcasing how it brings positive impact in learning motivation and learning outcome. In *Visual Communication Teaching Approach: Prospect And Narrative In Transition Of Traditional To Digital Design Media*, the authors talk about how digital media cultivate better engagement, accessibility and customization that primarily expands the creative bandwidth and promotes skill adaptation among learners. In *Reimagining Literary Narratives: The Intersections of Technology and the Teaching of Literature-in- English*, the authors explore how the teaching of literature is redefined through multimodal resources by integrating digital technologies into literary education.

This research aims to bring a clear concept of all the facets that the blending of digital learning with traditional tactics can bring in the advancement of pedagogical understanding and perceiving of literature. This paper will explore ways in which technology can be utilised in the evolution of visual narratives, motivating learners for a better understanding of concepts.

Research Questions:

1. Will digital intervention cause a lacuna in the traditional understanding of literature and pedagogy?
2. Can a student's ability to perform deep thematic analysis without distractions possible with digital tactics of learning while implementing traditional pathway?
3. Can narrative tactics be reimagined, or rather, preserved without risking misinterpretation through digital pedagogical practices?

Methodology

In this research, a qualitative approach is adopted and it advances with a detailed method of analysing and focusing on the information available. Therefore, this paper will stick only to secondary data such as books, articles, magazines, and online resources.

Research Findings

Since time immemorial, teaching has been practiced through traditional methods with theoretical frameworks as the basis of learning and comprehending. Learners resorted only to books and classroom to get maximum education, while relying on the oral narratives for getting a visual of literary materials. Educators had resorted to pictures, charts and board-work to enhance the learning method of their classrooms. But with the evolving times, many practices have been updated, demanding more impact in the pedagogical approach. Digital learning has taken over academics as an integral part of education, connecting teachers with students in comprehending concepts better. Digital tactics and visual narratives have given the scope of expansion to the learners, making it possible to enhance a space for creativity rather than monotonous learning. With all that in mind, the question about creating a lacuna through this massive shift arises with valid worries. Whenever a new approach arrives, risk of it not working out act as a practical worry, raising doubts in its credibility and potential. Blending digital tactics to traditional pedagogy can improvise the understanding of narratives, and by this, the only tactics are not just PowerPoint slides or video representations. Technology has risen to such a great extent that even games can be incorporated in the path of narratives, giving learners a scope for visual learning, further encompassing motivation and interest in their fields. This doesn't technically remove the qualities of traditional teaching but helps in incorporating better technique along with theoretical understanding.

Learners get to experience narratives through different senses making it easier for them grasp and remember, thus creating an interesting space for education.

Digital Media can be distracting as used for learning purpose. That's the very reason, designers with specific design objectives need to be incorporated. The user experience and the user interface need to be designed in such a way that the focus stays on ground with positive rewarding module. In the paper *Digital games as tools of innovative pedagogy in education*, Dubey and Kunal talk about how high-oriented performance can be expected from learners without the loss of attention through digital games while blending it with conventional methods of teaching. One such example is Duolingo where several languages can be learnt through score method and a streak is given to be followed with everyday goal to be fulfilled. This method is called gamification and similar prototypes can be created to fulfil result-driven outcomes for higher education. Similarly, integration of AR/VR has proven to be extremely beneficial in STEM education since early childhood in development of language education and special needs education. The similar method can be integrated for literary narratives giving learners a scope for visual experience which further helps in not only remembering the subject, but also in interpretation and innovation for newer possibilities. Deep thematic analysis without risk is possible for students through controlled data protection, digital literacy and responsible technology usage.

Film study is another aspect where digital learning plays an intricate role. This kind of study from an innate level helps understanding emotions, facial expressions, language interpretation and moods of a setting, giving students the scope of real-life experience through screen movements. Inclusion of film study gives leverage to the traditional

pedagogical approach by adding audiovisual narratives creating a multimodal learning environment.

The risk of misinterpretation stays in both traditional tactics and digital methods, but with digital techniques of learning, the preservation of original narration can rather be preserved much effectively. Digital techniques use both the auditory and visual procedures to provide information, rather than traditional method which mainly involves reading and writing. To begin with, narrative inquiry method needs to be used to understand visual education through digital tactic by keeping the ancient art of storytelling in the background.

Research Gaps

Implementing digital tactics with a blend of traditional system of learning requires practical module and quantitative approach in select sections with adequate space of experiment. The arena of distraction and how to control it can only be thoroughly understood with an initial module and digital prototype that can help in achieving practical results. However, this paper lacks the area of real-time experiment and only sticks to qualitative data such as theses, papers and previously explored data.

Conclusions

Pedagogical advancement is a vast corpus that has huge potential of evolution that covers a wide range of learners. It is often feared that technological and digital intervention will take away the essence of learning and interfere with the traditional approaches that have proven beneficial till date. However, with deeper exploration, it can be seen that digital pedagogy can eventually revolutionize education in much advanced realm. Instead of creating a lacuna, it bridges the gap of understanding through anatomical and psychological ways, making learners connect more with their subject. These tactics help learners stay motivated,

focused and innovative in their approach of acquiring knowledge. Techniques such as gamification, AR and VR can be incorporated to provide first-hand experience of advanced digital learning. Distractions can be mended with careful consideration of technological usage, data protection and controlled environment. On the other hand, implication of digital techniques makes it more interesting and result driven, with chances of increased attention span. There are multiple learning modules and applications that are already in use for skill building education and has benefitted many in their learning spaces. Digital learning explores different senses of the human body to benefit visual knowledge and incorporate narratives with a twist. With expert contributions, this stands out as an exciting venture for the future with adequate utilization, inclusive of an interdisciplinary approach and data practices, creating new paths for the future.

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