

Audio-Visual Resources in Teaching Migration to Students Enrolled in Professional Courses

By

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Teaching Migration and Refugee Studies requires a sensitive and complex methodology of inclusive pedagogy using varied teaching aids like narratives, that helps to develop analytical behaviour, conceptual understanding while being mindful of the varied background of the students in the classroom some of whom may have directly experienced displacement or somehow related to it through familial ties or may be in a situation to experience one. Teaching is a consistent process of learning in itself, developing new learning simulations, making it appropriate for learners to their corresponding grades in which they are enrolled for easy knowledge transfer. The teaching-learning process, hence, varies and becomes more complicated with higher grade students as there is mix of both learning new information and unlearning at the same time. Teaching students from professional courses requires more careful responsive pedagogy to make them ethically knowledgeable towards the challenges faced by the marginalised, to understand the rights of the vulnerable, and become sensitive towards the refugees, which sometimes becomes a daunting and challenging task as these students at a mature age comes with a set of sociopolitical beliefs influenced by their immediate surrounding. Each interaction with these students should aim for thought-provoking learning environment, inhibiting open-mindedness, and enhancing reflective learning. At times, it is challenging to incorporate a sensitive and humanist approach toward the *different others* in a homogenously motivated classroom, when the approach is merely focused on financial future.

India's competitive higher education system measures success on the effectiveness of knowledge, innovation, marketing ideas, and economic outcomes. However, the quotient of inculcating value-based education with moral obligations towards the vulnerable, and sensitivity, lacks mostly within in the professional courses in India.¹ Value-based education enables the

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learner/students to acquire more holistic perspectives by developing kindness, compassion and empathy that improves decision-making and problem-solving skills. It controls the growing consumerism and aggressive rush for self-fulfilment.² Even the Indian National Policy on Education (1986) emphasised bridging the rich and varied culture with former traditions. “In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.”³ To impart social and moral values, especially concerning the marginalised, it is necessary to introduce courses on Migration, Gender, and Rights to expand the scope of inclusive education systems that will enhance the moral judgement capacities based on both effective and affective reasoning. Inculcating values such as equality, fraternity, and justice will help to remove discrimination on the basis of culture, social background, caste, religion, gender, community, or region. As part of the inclusive pedagogic initiative to develop value-based consciousness among the professional students toward the marginalised, besides focused curriculums on their core professional subjects, two-Workshops on “Forced Migration and Rights” were organised by the Centre for Communication and Critical Thinking at JK Lakshmi Pat University, Jaipur, Rajasthan in India on 1 and 15 October 2022. Around two batches of 100 students from Bachelor of Technology, Bachelor of Business Administration, and Bachelor of Design participated on each-day of the Workshop. The primary aim of the Workshop was to engage the students affectively in understanding the marginality of the others and analyse the patterns of the desired learning outcomes, i.e., changes in their cognitive-behavioural attitudes in appreciating the different vulnerable. The reflective impact of value-based education became evident, while discussing forced migration with the students, and observing their behavioural changes in their discursive approach.

A systemic syllabus was designed specifically for the Workshop that emphasised on using effective audio-visual tools to make participants aware realistically through its visual materiality towards the vulnerable and the marginalised, especially refugees, their sufferings, the violation of rights and dignity they face, the process of cultural adjustment, social complexities and cohesions one has to undergo while in refuge in the process of discussing forced migration and its implications on both the host societies and the migrants through a conceptual discussion of rights, and moral values. Understanding and contextualising the concept of migration and refugee in education requires both critical understanding of the historical processes that crafted protracted refugee situations like 1947 Partition of India or geopolitical crisis in Palestine and Afghanistan, as well as awareness of contemporary emergent exigencies like Syrian Civil War, Russia-Ukrainian War, or cognitive consciousness of the rapidly changing climate displacing millions and forcing them to seek refuge. Along with the discursive conceptual framework, using audio-visual aids like documentaries, films, and short videos, shows the realities of the lived experiences of migrants and helps to promote visual imagination about

complexities of refugeehood, thereby, creating a space for accepting the difference and marginality of others.

This article discusses the outcomes and results of a phenomenological study of the professional students' perceptions of the vulnerable, when imparted a value-based education on forced migration reflecting on the wide indifferences of the society towards the refugees and migrants and discussing pathways to integrate, accommodate and accept refugees and migrants in the society with sensitivity, empathy and with an ethical sense of moral responsibility. The objective of this study is to underline the significance of value-based education for professional students and identify the impact of audio-visual aids enhancing the quality of value of the knowledge transfer, and how an inclusive pedagogy on forced migration can develop empathy and sensitivity among the students.

Methodology of the Study

One of the aims of the Workshop was to experiment with methods as well as learning tools and resources to understand as teachers and instructors how an interdisciplinary pedagogical approach can impact a professional student's skills of communication, critical thinking, and decision-making capabilities in relation to the vulnerable populations who are positioned critically as a migrant or have the potentiality of becoming one. The themes were selectively chosen to engage students with a vibrant and diverse discourse to develop critical perspective and make them sensitive toward the vulnerable, especially the forced migrants. To give life soul to the complex theories of migration, to make the students conscious of the sensitivity of the concept and consequences of refugeehood, three specific audio-visual resources like documentaries, films as well as news and reports were selected as critical and essential learning tool: a) *Explained: India Migrant, Across India*, a news feature by the *Indian Express*, b) *The Immigrant*, a movie directed by Charlie Chaplin in 1917 and also starring him as the immigrant, and c) *The 1%: UNHCR's Global Trends Report in Forced Displacement* by UNHCR.⁴ Media analysis after screening each of these films/documentary/news feature helped to reflect on the effective cognitive development and awareness of the students in relation to the discursive understanding of the different themes introduced on migration (both internal as well as forced migration) in the Workshop. The inclusive pedagogical approach aimed to introduce migration not just as an academic discipline but a global human reality as well to develop their interest and empathy in seeing through the existing societal complexities of "refugeedom" and explicitly show the participants how our conscious empathetical approach can change the nature of experiences of the future refugees and migrants and politics of the migrant generation processes and vice versa. So, audio-visual resources not only serve the purpose of seeing a refugee but also "seeing like a refugee" alongside seeing with a refugee and seeing through a refugee. Seeing, therefore, becomes a personalised experiential process of internalisation.

The Workshop was divided into three segments—introduction, analysis, followed by synthesis of the knowledge gained as a life skill for

improving interpersonal relations. The Workshop started with a short story as an entry point to complex maze of forced migration and simplify the basic understanding of what it is meant to be a migrant. To map the pre-existing knowledge of the participants on migration, they were asked specific questions like: How they perceive forced migration? Have they seen any refugees or internally displaced people in their life? How do they feel about refugeehood? What are their preliminary thoughts on forced migration? The preliminary introduction was aimed at setting the classroom environment with these nudging questions that suggestively made the participants to think of forced migration and refugees as an existing and increasingly emergent human condition, a cognitive category of hope and resilience, suffering and survival. The second session focused on conceptualising forced migration: a) from a historical perspective, especially, from the time of Partition of India in 1947 to the ongoing climate crisis both generating refugees and migrants (both internal and international) at two different spectrums with different causality and linked causalities, b) reasons for increase in the number of refugees and the role of the international organisations in dealing with refugee crisis, and c) refugees adjusting in a society, their access to rights and claims of seeking protection. Discursive and observation methods were used in the second session to analyse how students perceive the discourse on forced migration, and how or does it at all affect their conscious sensitivity towards the vulnerable. The open-ended discussions laid the foundation for learning the theories of migration and created a scope for continuous evaluation of the extent to which the participant understood and could relate to the concept of refugeehood. In the third session, *The 1%: UNHCR's Global Trends Report, Explained: Indian Migrants*, and *The Immigrant* were screened as different narratives of migration from which students can form their ideas of displacement. The Workshop concluded with a survey in which the students were asked specific questions with the objective to evaluate their ability to differentiate between the lived experiences of “us” versus “others” using the lens of forced migration involving the questions of legality and access to rights.

The study showed how the inter-relations between the background of the students and audio-visual resources used can impact the nature of knowledge transfer by stitching an emotive connection with the lived experience of forced migrants. Digitised cartoons (Image: 1, 2, 3) were also used to visually represent forced migration that affects the interpretative cognitive ability by exploring layered perspectives of vulnerability of the marginalised and its implications on the society. Audio-visual resources used helped to develop interests as it allowed the participants to visually analyse migrant situations from multiple perspectives by way of recognising differences and opened space for mindful discussions on the politics of otherisation and marginalisation of refugees in our society. The observations of the students as well as the evaluation of the survey documents submitted reflected a positive change in their cognitive understanding to situate the vulnerable. The varied use of visual resources with audio support specifically having a human narrator like the in-news feature *Explained* or reports like *The 1% Global Trends* by UNHCR or non-

verbal audio-visual resources like the silent movie *The Immigrant* screened in the Workshop showed that audio-visual resources although an umbrella term is



Image 1: Jeemol Unni, “Robots Takes Over Jobs,” in “Learn, Unlearn and Relearn,” *Unni-Verse*, 29 December 2019, <https://jeemolunni.com/2019/12/29/learn-unlearn-and-relearn/>.

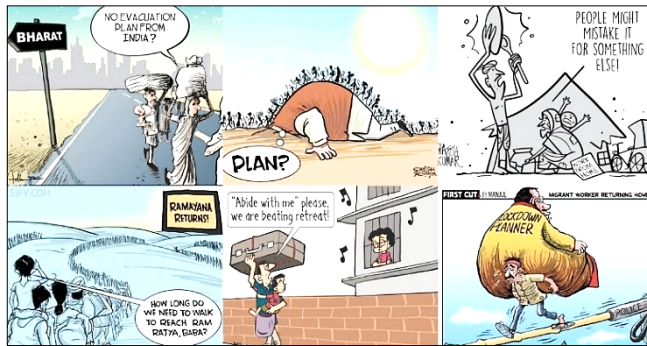


Image 2: “Coronavirus: How India’s Cartoonists have depicted the Migrant Workers’ Exodus,” *Scroll*, 1 April 2020, <https://scroll.in/article/957769/coronavirushow-indias-cartoonists-have-depicted-the-migrant-workers-exodus>.



Image 3: Cartoonist Satish Acharya, “Please Pay and Help Them Survive! #lockdown,” Facebook, 13 May 2020, <https://www.facebook.com/cartoonistsatishacharya/posts/please-pay-help-them-survive-lockdown/3248249801853352/>.

not a homogenous category even operationally as audio and visual sometimes works separately and sometimes in unison to achieve its desired objective in knowledge systems. Hence, if one thinks that use of language in audio format, i.e., having a human voice can empathetically impact the viewer to concern themselves with the analysis of the social, the political, cultural, and economic injustices and shape their human behaviour, then non-verbality has its own potential as gait, postures, emotions keep the zone of interpretation open for viewers discretion. Frequent exposure to audio-visual learning resources widens student's perspective and possibilities to empathise with the vulnerable, specifically, if one interacts with a migrant/refugee or become a migrant themselves. The process enables the students to connect with the lived experience of refugees empathetically and use languages consciously and in a sensitive and accommodating way that does not unconsciously hurt the dignity of the migrant. This broadens the learning perspective when integrated with their professional training and impact their behaviour in forming a responsible social cohesive force and start new discourse based on ethical and value-based objective. Workshops designed with such pedagogical inclusive approach will help professional students to become conscious and aware of migration and develop interest and empathy towards the forced migrants and their existing complexities.

Inclusive Pedagogy: Analysing Students Behaviour Towards Marginalised

Teaching is a form of interpersonal relation in a specific learning ecosystem that has the potential to influence and change the behavioural pattern of another person. A teacher is a facilitator of knowledge in the learning process. In an educational system, curriculum has a key role to play in the cognitive development of a student. Imparting value-based education, specifically in the context of forced migration, is necessary along with their professional course to expand the horizon of their thinking capability and problem-solving ability. To subjectively understand the behavioural development of students while teaching migration and rights, the parameters of inclusive pedagogy has been highlighted:

Communication: In the teaching process it is necessary to accept students as individual self and as critical thinkers having their opinion and judgments. It is important to channelize knowledge in different ways to make students aware of the different perspectives that help to enhance their reasoning and cognitive ability. Communication is the teaching process that helps the students clarify concepts and apply it to the world around them. Easy and effective verbal communication creates an engaging classroom environment and allows teachers an insight into the child's thoughts/ideas/opinions/issues whereas the students get the knowledge of the teacher's expectations, knowledge and skills.⁵ Lectures were arranged thematically in the Workshop to explain different types of forced migration, and the related theoretical distinction of the concepts such

as migration, internally displaced people, refugees and asylum seeker, underlining the terminological difference and its respective implications. Using questionnaire survey had a positive impact on students as it helps them to understand and clearly distinguish and conceptualise the discourses on and meaning of internal and international migration, rural-urban migration, shock migrants, climate migrants, permanent and circulation migration and other forms of migration. The difference in opinion of student participants can be attributed to their differences in educational attainment, economic standing, marital status, etc., all of which have a key role in understanding how each individual experience and express their opinion on migration. The propensity to tolerate, appreciate, and accommodate “others” depends on the ability to articulate the differences. While discussing migration, majority students shared their experiences migrating to a new city/state/area for education and how challenging it had been to conform to the values and norms of their new community. Such conscious adjustment made resulting in acceptance by the host, made them realise the significance of accepting difference with respect and dignity. Wigforss argued that human communication plays an important role in how you develop an intellectual mind and the way knowledge is transferred to the next generation.⁶ Communication of concepts and definitions is a way of transferring thoughts, ideas, opinions and knowledge. Teaching the fundamentals of forced migration can become a signifier in the improvisation of the society, and communication ease the process of imparting values in the educational process.

Selection of Pedagogical Content and Context: The content of the Workshop focused on: a) terminologies of forced migration, b) various push and pull factors that influences communities to migrate, c) the process and approaches to accommodate the newcomers, and adjust in a new setting, d) internal and international social, economic and political factors leading to forced migration, and e) the role of intellectual discourse and policy making in solving complexities arising out of migration. To understand the complexities, it is significant to understand how the conception and perception of refugees are connected to students’ feelings about refugeehood. The concept of refugee is understood contextually because the category of refugees should not end up as an empty label with diminished analytical usefulness.⁷ It is critical to understand the lived experience of refugees in a nuanced way, especially in a conflict-affected setting, that will possibly help in long-term peace building efforts and peace education to communicate with either side of a conflict and lessen the emotional stress of refugeehood on either sides.⁸ Thus, it is significant to design the content of a workshop that enables students to become critically reflective, not only developing empathy towards the marginalised, but how the new media and the public discourse represent various categories of refugees and migration and their adversities. Contextualised training engages students with the philosophical, social, and legal discussions on forced migration, local-political issues and emotional stresses of forced migration. The Workshop curriculum included history of migration, contextual understanding of internal migration, specifically the direction of movement i.e., from rural to

rural, rural to urban, urban to urban and urban to rural, and spatial dimension especially intra and inter-state along with the reasons and duration of migration. While exploring the reasons of migration, the curriculum included themes on economic, social, and political causes behind migration, the push and pull factors as well. Economically, unemployment, wage disparity, poverty and socially, lack of education, poor services, poor medical care, politically persecution, civil war and conflict were the primary reasons discussed with the students. Discussions on international migration focused on forced, voluntary, irregular, and undocumented migration, its effect on both the country of origin and destination and contextually analysing migrations within the ambit of human rights. Thus, the content contextually dealt with the terminological difference, with its' relevance to the marginalised. The nature of content opened the space for discussions on diverse issues with the morally conscious and ethically trained students to understand their perspectives to deal with the marginality of the others. Students shared their observations and opinions on cultural practices of migrants, adaption to new lifestyle, ways to strengthen bonds brotherhood, and social life of individuals. The students positively perceived Article 1 of Universal Declaration of Human Rights (UDHR): "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood," and supported the necessity of being treated as equals in the society. While exploring the history of migration, especially in the context of 1947 Partition of India, few students shared their family's historical pasts and challenges faced while accommodating in new places across the border. Students whose families had directly experienced Partition had stories as heirlooms that shared their emotional reflections of uprootedness, loss of home, lack of belonging and shared a feeling of connectedness with contemporary issues such as Rohingya refugee crisis. Many students while discussing internal migration reflected their lived experiences of adjusting to new environments, the emotional changes they experienced which helped to empathise with the lived experiences of the other and the marginalised. Thus, a pedagogical space of teachers and students to discuss the complexities and nuance of the concept of forced migration and lived experience of marginalised both locally and globally is important as it is a sensitive and critical way to produce contextualised curriculum materials.⁹ In a nutshell, a teacher's pedagogical knowledge of the content affects the nature of cognitive effect on student and the learning outcome may depend on the nature of instructional tools used. Teachers identify specific misconceptions of students in a classroom and guide them towards conceptual clarity.¹⁰ Thus, it suggests, that whereas pedagogical content knowledge has an impact on cognitive activation, student learning depends on other instructional characteristics such as visual content delivery, role playing, and image (cartoon) analysing than just conventional learning.¹¹

Utilisation of Audio-Visual Tools: Using audio-visual tools while teaching enhances a teacher's ability to present a lesson in a simple, easy, and effective

way, it makes learning more impactful for the students, as they use more than one sense to learn and hence tends to leave a more permanent impression on memory. The multiple lens in seeking a narrative enhances critical thinking and develop a systematic problem-solving approach in understanding the marginalised or the vulnerable. To concretise students' learnings, extensive workshops, activities, and interactions within the field, value-added education, forms students' moral and humane behaviour, and enable their professional empathy from diverse ethical prism. Audio-visual aid in teaching makes learning process effective, provides knowledge in depth and in details, brings change in the classroom environment, motivates both the teachers and the students¹² simply by stimulating thinking and understanding.¹³ It gives a chance to the speaker to make more professional and consistent presentations, concretise knowledge induction and help in making learning experience real, living, and vital¹⁴ as utilised in the Workshop on "Forced Migration and Rights". With the growing use of technology in education, conventional classrooms have given way to technology-based classroom that has continuously enhanced the teaching-learning process.¹⁵ In the questionnaire given to the students, they mentioned that seeing reports like *The 1% UNHCR's Global Trends*¹⁶ helped them to understand the causes behind the consistent rise in the number of refugees globally and agreed that multilateral humanitarian policies between different supranational institutions is necessary to address this crisis. Whereas the news feature *Explained: Indian Migrants, Across India*¹⁷ sensitised the students about the desperation of the migrant workers to take up journey on foot during Covid-19 pandemic and left a permanent impression on their subconsciousness. Conceptual clarity and supplementing the arguments with visual aids helped to explain the reasons behind such drastic steps taken by the migrants, role of the government policies in managing the pandemic, and critically analyse the moral responsibilities and obligations of the state in dealing with the migrant community. Moreover, the movie *The Immigrant* by Charlie Chaplin highlighted that irrespective of time and location, people taking dangerous routes to migrate, insecurities of cultural difference, and adjustments at socio-economic and political levels have always been prevalent and only with the modern times with growing securitisation and border control, migrants have become a fissured entity. The participants shared their observations of satirical movie and interestingly it was found that students have developed the cognitive ability to analyse unsaid context, and most importantly, interpret the complex layers and the seriousness of the issues in the contemporary scenario. Thus, videos or any actualisation through media brings students into a much more contextualised learning experience, although books and other printed remain the basic aids in teaching.

Any media form, for e.g., audio-visual media, is important to engage students in the learning process. Media represents objects and events generating differential response from the students in relation to the nature of message conveyed. Effective teaching occurs when both the teachers and the students actively participate in the learning activities by listening to their ideas, comments, and questions and sharing their own thoughts. Videos can be used easily in the teaching and the learning process of any classroom environment.¹⁸

Active students' participation encourages other students to appreciate and accept diverse viewpoints. It not only enhances and develops social and communication skills, but create awareness, and wider imagination of the lived experiences. Using audio-visual tools to teach forced migration, especially to professional students helps in promoting their communicative competence, increases effectiveness of teaching methods and foster's learning outcomes. The content and the duration of audio-visual aids impact the active and passive participations of the students. Audio-visual content can be categorised into three categories: educative, inspirational, and motivational. The shorter duration keeps the concentration intact with better understanding and students can reflect or interpret it in different ways to express their ideas. It encourages expression of their contextual viewpoints and helps teachers analyse the understanding gained by the students. The duration of the audio-visual media influences the nature of peer discussions. Duration is the essential aspect that should be considered by the teachers before selecting any video for screening. Determining the length of the videos is the major priority after determining the content. When the duration is too short, like a minute, students tend to have discussion with their peers immediately after the video. If the duration is quite long, students might lose their concentration.¹⁹ Media acts as a stimulus in gaining new knowledge and information beyond what is served to them. If the content is satirical and interesting like *The Immigrant*, then it enhances interpretative cognitive ability specifically as students tends to read through the labyrinths of cultural adjustment and economic limitations that migrant protagonist suffered in the movie. During the Workshop when asked many students successfully interpreted the highlights of migrant experiences in the movie, however, the minute details of the movie were either misinterpreted, ignored, or forgotten due to the long duration of screening.

Existing studies confirm that students innovate ideas if audio-visual resources are used in the learning process as they become empathetic in the process of watching and such pedagogical consciousness makes them aware and motivates them to work on the issue, indicating that students have successfully gained knowledge, decoded the information, and interpreted situations on case-to-case basis according to their lived experiences. They have the choice to select the part that they would like to work, based on their background or existing knowledge. The different versions among the students in decoding information could not be the benchmark for whether the learning is successful or not, because the way they receive their information may vary from one to another. Thus, it reflects how the students' writing can be more substantial while being careful of any generalisation by engaging in discussions that generate difference in perception and enables exchange of ideas. Most importantly students' participation is also influenced by the learning environment such as teachers' treatment of the students, type of interdisciplinary discussions taking place in the classroom, opinions of their peers, acceptance of an individual student's opinions in a classroom as well as personal motivations results in active participations of the students.²⁰ Students enjoy watching videos because they can visually understand what they are

learning which enhances their sensibility. Fambona and Pascual states that audio-visual media offers a great amount of entertainment. Thus, expressing ideas and thoughts in the classroom and the discussion stimulates students' participation.²¹ Short videos play an important role in problem solving and in teaching and learning by facilitating self-directed and collaborative learning. It promotes students' engagement in the classroom learning activities, enhance knowledge acquisitions, and finally improve instructional effectiveness.²² It could be understood more easily and quickly than longer ones through interactive sessions. Videos with less than five minutes duration focus on specific topic with a short time span to view which is easier to draw attention and arouse interest. Shorter videos may allow teachers and students to convey information or interact with each other flexibly using different communication styles such as eye movements. Shorter videos may also be able to keep the limited attention of learners focused with interesting content and enhance learning engagement due to their attractive presentation.²³ They are brief and concise and do not occupy much time and space of the learner. Learners can pick them up easily, whenever they are ready. Probability and flexibility, the main characteristics of short videos, easily draw learners' attention and enhance their engagement in learning since they never limit them to a certain space. Short videos can carry diverse information integrated through texts, pictures, and sounds.²⁴ However, if long videos are not tailored appropriately for students, then irrelevant, uninteresting or redundant facts present may exert a negative impact on students, who may then be distracted easily and the fundamental purpose of the video may fail. It further undermines the seriousness of the content and fails to develop sensitivity.

Documentaries are useful in classroom teaching.²⁵ Online videos integrated with face-to-face interaction are an effective educational model for teaching.²⁶ Video lecture and online activities promote student's engagement in the classroom as students prefer to watch course related instructional videos and practice online exercise rather than textbook readings.²⁷ Students prefer immersive learning where teaching process provide a good platform for peer discussion and critical thinking by engaging in opinion sharing that help students memorise key knowledge and conceptions.²⁸ Documents, short films, and movies aid students to understand the severity of global forced migration, and its emerging complexities. Students feel satisfied and thus engages in video watching due to the ease of understanding and convenience of time and venue.²⁹ In contemporary blended teaching, due to its popularity and affordability, videos are widely used in classrooms.³⁰

Cartoon Pedagogy on Students Cognitive Development: In the Workshop showing e-cartoons fostered an intellectual environment and active rather than passive learning took precedence as students honed a wider range of skills by interpreting these cartoons which enhanced their unique understanding of migration and ethnicity (Image: 1, 2, 3). It resulted in expanding intellectual breadth that will positively affect their lifelong learning, inquiry, critical thinking, communication, global-multicultural knowledge, and awareness. Digitised cartoons raised theoretical questions like changing definition of

gender and race that transcend national borders. Caricatures added transnational dimensions to the study of refugees and migrants deepening the understanding of the cartoon and its context. It helped in recognising assumptions, acknowledge complexities, interpreting alternative, and constructing intelligent and synthetic arguments. Digitised cartoons enabled simplified understanding of forced migration in many ways as it has greater control over the learning schema and promoted active learning by exposing the students to high-order thinking.³¹ Teaching necessitates inclusive pedagogy using new strategies, technologies, and ideas which can make this task easier. Cartoon have been abundantly used as a teaching aid for a very long time. They have made learning an easier enabling a better experience for the students. Cartoons bring in life into a dull page of books and adds liveliness to the hidden secrets of the subject. Students tend to remember what they see in the form of cartoons, or what actions were performed in the cartoons or anything else, if used in a correct way. During the lectures in the Workshop, resource persons used cartoons on forced migration that acted as a link between value-based education and sensitivity of the students. Cartoons with innate sense of fun and humour drew attention of the students while discussing forced migration and became a method of developing conscious of the emerging issues with a better understanding. While exploring conceptual understanding of forced migrations, digitised cartoon fuelled their critical ability to interpret and connect the relevance within artistic realm. In teaching forced migration digitised cartoons can become part of value-based moral education as any story of migration can be easily narrated, and students can grasp concepts that are difficult to comprehend theoretically, and students can learn how to handle and deal with sensitive situations. Cartoons enhances thinking skill, as they required critical thinking to interpret what cartoon is saying. There may be many possible outcomes but choosing the right one requires higher order thinking. Image analysis opens up space for discussion of complex social, cultural and economic issues leading to clear understanding of terminological distinction within forced migration, cultural challenges faced by the forced migrants and the host, and the power equation of the privilege and the underprivileged migrants.

Emotional Engagement and Inclusive Strategies of Learning: The scale of the students' engagement can be measured from the cognitive, behavioural, emotional, and social engagement which can be classified in sub-scales of self-efficacy and self-regulation.³² In the Workshop, the use of audio-visual aid during lectures created a space for debates and discussion about forced migration, for e.g., the concerns and challenges of learning new languages when someone migrates, the question of cultural and traditional assimilation, the principle of ethics in policy formulation towards the host and migrants remained the core focus of discussion. Despite having contradicting views on learning host society languages, assimilations, or ethical consensus on policy formulation, the core point "to treat all human being as equal and just" was unanimously agreed by every student in the Workshop reflecting that contextualised knowledge was successfully gained through the inclusive

pedagogy on forced migration. *Indian Express* reports on the migrants walking thousands of kilometres during Covid evoked students' emotions as they understood migrants' desperation to take such drastic steps. For professional students, unless they are connected with values, morals and emotions of the common people, it will be challenging to proceed with a humane approach in their professional and personal development making it merely a robotic materialist tendency towards others. Inclusive strategies of teaching include cultivating inclusive relationship as the foundation of basic classroom management techniques, collaborate with the students and actively engage with them creating a positive and safe listening and learning space with opportunities for both the students and teachers where questions can be asked freely, clarification can be sought fearlessly, and thoughts can be shared in order openly to learn and grow. To make sure that all students have equal representation and are allowed an experiential and expressive learning environment it is necessary to relate classroom learning with real world situations as they gradually understand how important it is that every individual's difference is accounted for. One can celebrate the beauty of the uniqueness and culture in the classroom, accept the difference and learn to be accept these changes and differences in their life creating a true spirit of inclusiveness. To teach them safety, belonging, compassion, and understanding will lead to healthy relationships, community bonding, and will become indispensable and invaluable in the life course as they mature, grow and learn. Inclusive pedagogic strategies enhance students' participation, compassion towards the vulnerable, most importantly, make them conscious of the inhuman condition of the marginalised. It further motivates and train them to take decision or to solve problem related to human rights violation or securing or devising methods to assure one where it does not exist, resulting in enhancing learners' attitude, interest and intrinsic motivation. In the process, students pre-conceived notions of migrants as the freeloaders takes a backseat. Audio-visual aid sensitises students' behaviours towards the marginalised and forced migrants, to accept the difference, and motivated to incorporate ethical values in their decision making and problem-solving approach.

A Methodological View

The process of selecting pedagogies to ensure and incorporate participants opinion creates a complex yet secure and attractive maze of transferring knowledge and good practices irrespective of context. It is important both for the instructor/teacher and participants to navigate together and experiment with different instructional designs and its best suitable acceptance to subtly bring about positive attitudinal change while being attentive of the socio-political setting of the institution in a particular region, nature of student participants, i.e., their professional orientation, class, gender, social background, affiliations etc. Incorporating audio-visual aids in the learning process is not to measure the academic impact it is making in reference to understanding forced migration but create a sense and solidarity with millions displaced globally. The personalised way of communication allows free speech, exchange of

information and positive interactions influencing and impacting others. Audio-visual resources develop learners' affective potential and verbal cognitive skills as referred to in many multimedia teaching principles. Inclusive pedagogy debunks many stereotypes among the students with regards to the forced migrants by exploring their struggle and survival tendencies that helps to develop empathy, sensitise their consciousness the importance of rights as citizen and securing humanitarian aids and rights for the vulnerable fleeing their nation and seeking refuge and finally understanding that refugees should neither be considered as "other" nor "marginalised" and treat them as humans as equal and should not be left to charity of maltreatment but ensure a life of dignity even as a refugee. Conducting such workshops is a basic way to introduce students to understanding forced migration. However, audio-visual aids in teaching comes with its inherent limitations. The imaginative understanding is limited due to particular representation of refugees as either deprived or extractors of national resources and refugees as positive contributors to the economy and nation building or other aspects are sidetracked with exceptions. Sometimes, it is difficult for students to imagine beyond the capacity of the audio-visual aids and limit their learning outcome. The process, if not supervised properly, result in the monotonous learning leading receding interest. Teachers as individuals while defining forced migration unconsciously presents their respective perception sometimes or refers to more than one perception and lands in misty understanding of what forced migration is. Many students refer to refugees without being able to make any connection to refugeehood or identifying their experience. It is true for even those who are descendants of refugees. Nonetheless the importance of audio-visual aids in teaching cannot be underscored. In a lecture-based classroom setting, images create lively atmosphere for discussion amongst the peer group and motivate analysis of the varied lived experience of the migrants and non-migrants and how identities are created in relation to the politics of resource utilisation thereby classifying who belongs and have the right resources.

Notes

¹ "Critical Analysis of Issues and Challenges in the Indian Educational System," *Edubirdie*, 12 August 2022, <https://edubirdie.com/examples/critical-analysis-of-issues-and-challenges-in-the-indian-educational-system/>

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