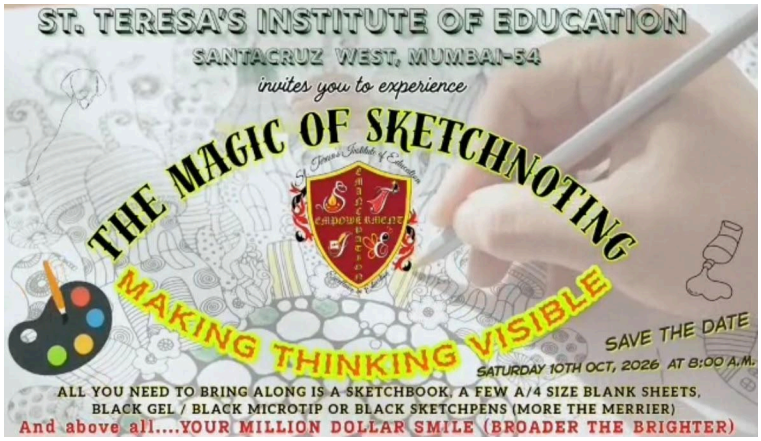
The Magic of Sketchnoting-Making Thinking Visible: 10th October, 2026



I. Basic Details

Date	**Faculty**	**Department/Committee**	**Co-ordinator name**
10th October, 2026	Arts	Education	Prof. Dr. Giselle D'Souza Principal Incharge
Time	**Venue**	**Activity for Class/Group with Total Number of Attendees**	**Nature: Indoor/Outdoor**
08:00 am	Multi-purpose Hall	S.Y.B.Ed. Students	Indoor
Name & details of Resource Person		**Names of Staff Members who supported**	**Names of Students who Supported**
Ms. Sheila Lewis	-	Prof. Dr. Giselle D'Souza	Simran Shaikh, Divya Shetty

II. Brief Information about the Activity

Topic/	The Magic of Sketchnoting: Making Thinking Visible
Objectives for conducting Activity	● To introduce student teachers to sketchnoting as a creative and visual note-taking technique. ● To familiarise participants with the use of simple drawings, symbols, shapes, arrows, lettering, and keywords to represent information. ● To develop creativity, observation, and the ability to organise ideas visually. ● To understand the importance of sketchnoting in making classroom teaching more engaging and interactive. ● To explore the use of sketchnoting for explaining concepts, revision, and classroom discussions.

Methodology	1. **Introduction to Sketchnoting:** The workshop began with an introduction to the concept of sketchnoting and its importance in the teaching-learning process. Ms. Sheila Lewis explained how visual elements can help individuals capture information, organise thoughts, and understand concepts effectively. 2. **Demonstration of Sketchnoting Techniques:** The resource person demonstrated how simple drawings, symbols, shapes, arrows, keywords, and lettering styles can be combined to create meaningful visual notes. She emphasised that sketchnoting does not require artistic perfection but focuses on expressing ideas creatively. 3. **Introduction to Visual Elements:** A total of 44 participants were introduced to different elements of sketchnoting, including icons, connectors, banners, speech bubbles, and various lettering styles. The session helped student teachers understand how these elements can be used to highlight important information and establish connections between ideas. 4. **Practical Exploration:** Student teachers were encouraged to observe carefully, think creatively, and explore different ways of presenting information visually. The practical approach helped them understand how even simple drawings and symbols can communicate ideas effectively. 5. **Application in Teaching-Learning:** The workshop highlighted how sketchnoting can be incorporated into lesson presentations, concept explanations, revision activities, and classroom discussions to simplify complex concepts and encourage active participation. 6. **Vote of Thanks:** A vote of thanks was proposed to express gratitude to Ms. Sheila Lewis for conducting the session, Prof. Dr. Giselle D'Souza for coordinating the workshop, and the institute for providing this valuable learning opportunity.
Outcome	● Participants developed an understanding of sketchnoting and its importance as a visual note-taking technique. ● Student teachers became familiar with the use of basic shapes, icons, arrows, banners, speech bubbles, and keywords to represent information. ● The workshop encouraged creativity, observation, critical thinking, and the ability to organise essential information.

	• Participants understood how sketchnoting can simplify complex concepts, improve attention, and support effective revision. • The session provided student teachers with a practical strategy to make classroom teaching more engaging, interactive, and student-centered. • Overall, the workshop encouraged future educators to explore creative and visually appealing approaches to teaching and learning.



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