

AUDIO VISUAL EDUCATION

Module IV

Duplicating Processes

GUIDELINES TO THE INSTRUCTOR:1. Introduction:

This module consists of the following units:

- 1) Forms of reproduction processes.
- 2) spirit duplication.
- 3) Stencil duplication .
- 4) Electronic stencil scanner.
- 5) Photo-copier.

2. Purpose of Module IV

The main purpose of this module is:

- a) to create an awareness about the possibilities offered by the duplicating equipment such as spirit duplicator, stencil duplicator, electronic stencil scanner and photo-copier in the preparation of instructional materials.
- b) to comprehend elementary theoretical principles of these forms of duplicating processes.
- c) to develop skills in the operation of these duplicating equipment, and
- d) to manifest professional skills to design and make simple inexpensive written instructional materials for duplication.

The goals are attached herewith.

You may go through these goals and acquaint yourself with the details of the proposed study under this module.

3. Contents of Module IV.

Module IV is a self study package consisting of:

- a) a self-instructional text covering the five units;
- b) criterion tests for each of the five units with keys for self-evaluation;
- c) practical exercises 42 - 47 with keys;
- d) Module test (criterion referenced and objective based) with
- e) answer keys and evaluation template for the test.

At the beginning of each unit is provided instructional objectives, which the learner must be asked to go through carefully. In addition, the guiding instructor shall conduct demonstrations for the practical exercises. Thus in addition to the self-instructional package, the demonstration and discussion at the end of each of the five units and at the end of the module, is considered as components of the multi-media package.

4. Equipment needed:

Following equipment are essential for the completion of this module.

- 1) Spirit duplicator
 - 2) Stencil duplicator
 - 3) Electronic Stencil scanner and
 - 4) Photo-copier
- with necessary consumable materials for operating the same.

5. Prosentation:

A. Your tasks prior to starting the module.

1. Familiarise with these guidelines.
2. Go through the self-study materials each time you schedule the classes, along with the objectives.

3. Study the unit criterion tests, and the answer keys.
 4. Prepare for the practical demonstrations of the six practical exercises, by familiarising with these exercises.
 5. Arrange for small group demonstrations, and the practicals.
 6. Remember that you should yourself do the practicals before you do the demonstrations.
 7. You must take the unit test and module test yourself and evaluate your performance. Inadequacies, if any, should be got corrected.
 8. Scheduling practical exercises for all the learners is an important activity, and sufficient care must be taken for this item.
 9. Discuss with the faculty leader doubts and inadequacies.
- B. Prepare the instructor-trainee for the sessions.

1. Conduct the pre-test
2. Hand over first the complete module consisting of
 - a. instructional objectives.
 - b. learning materials,
 - c. practical exercises programme and instructions.
 - d. Dates for discussion sessions.

6. Module Test

- a. Arrange for module test-- pre-test at the beginning and post- test at the end.
- b. collect the question paper and the response sheets of both these tests, from the learners.
- c. Issue correct responses and scores after the post test is over.
- d. Arrange for a discussion session after the post test.
- e. Do not issue scores or key to pre-test in the beginning and before taking the post-test.

7. Tips for discussion sessions.

Doubts if any raised by learners must be discussed and cleared at the discussion sessions, at the end of each unit, as in previous modules. Follow tips already issued in previous modules. However, the same is reproduced below for easy reference.

- a. Remain as a resource person.
- b. Study all learner materials, criterion tests, module tests.
- c. Go through the answer keys for each of the tests.
- d. Encourage self-evaluation and help learners if required.
- e. Do all practicals yourself and be clear with the demonstration plans.
- f. Try to complete the practical exercises for each unit, before next unit is taken, so that points on practical exercises could be taken for discussion sessions.
- g. Evaluate module test, and arrange a discussion session after the scores are given at the end of the module.
- h. Allow learners to participate in the discussion sessions.
- i. Allow 10-20 seconds pauses between two topics and before redirecting the same question to others in the class.
- j. Clear all doubts.
- k. In case of any difficulty, take time, discuss with your faculty leader, and then inform the learners in the next discussion session.
- l. Clarify facts by relation to situations that the participant is conversant with.
- m. Isolate points of concern for the larger group members and deal with those at one time.

- n. Individualised attention should be given wherever possible.
- o. Make notes of all salient points of the discussion and
- p. bring them to the notice of the faculty leader.

8. Follow up activities:

Following guidelines are offered.

- a. Give points of importance to learners.
- b. Encourage application of the concepts learned in this as well as previous modules in actual teaching - learning situations.
- c. Encourage attempting more practicals to improve skills.
- d. Accept criticism.
- e. Bring any point worth mentioning to the notice of the instructional designer.

9. Feed back:

Remember that you are to give the same module test, as a pre-test before starting module III, and the same as post-test at the end of this module.

DO NOT ISSUE CORRECT RESPONSE SHEETS FOR THE PRE-TEST.

Use marking scheme given at the end for evaluating the module test.

Give a pre-test before starting module V. The scores for these tests, not only evaluate the learning outcome, but will help the instructional developer to validate these instructional materials and revise them, if need be.