

AUDIO VISUAL EDUCATION

MODULE V

AUDIO AIDS

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| UNIT 1 | TEACHING WITH AUDIO AIDS |
| UNIT 2 | PRINCIPLES OF AUDIO EQUIPMENT |
| UNIT 3 | TAPE RECORDERS |
| UNIT 4 | SOUND RECORDING PRINCIPLES |
| UNIT 5 | OPERATING TAPE RECORDERS |
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AUDIO VISUAL EDUCATION

Module VAUDIO AIDS
-----PRACTICAL EXERCISESUNIT - 5

- Pr. Ex. : 48 : Operating audio cassette tape recorder.
Pr. Ex. : 49 : Operating reel-to-reel stereo deck.

UNIT - 6

- Pr. Ex. : 50 : Operating record player.
Pr. Ex. : 51 : Copying from disc to audio tape.

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Module	V	Audio Aids
Unit	1	Teaching with Audio Aids

Instructional Objectives:

1. Name the three kinds of audio experiments used for instructional purposes.
2. State four methods which can be used in teaching for improving listening skills of learners.
3. List the five steps involved in presenting mediated materials.
4. State what should be the speed of speech for effective listening.
5. Indicate the position of verbal communication as indicated in 'Dales Cone of Experience'.

AUDIO VISUAL EDUCATION

Module V : Audio Aids
Unit 1 : Teaching with Audio-Aids

Introduction:

Among the media resources that gives students incentive for learning, the audio aids discussed in this module, have proved to be both practical and effective. Of the many different aids described so far in this course the audio aids are among the least expensive, the most readily available and the most versatile in application. In addition, the equipment required to record, play back, or edit audio materials are easy to operate and transport.

The many audio experiences that are available in interesting and varied forms include disc recordings, cassette tape recordings and reel-to reel tape recordings. But one must be careful to select those of most worth, and how to find funds to pay for them.

Listening skills:

Can you recall your own experiences with listening? Do you believe that your listening skills can be improved? How much attention is being given by you to help others improve their listening skills? Let us find out some facts about listening:

1. As much as 70% or more of the average adult's working time is spent in verbal communication and more than 45% of this time is spent on listening.
2. More than 60% of the time in primary education and 90 % of the time in higher education is spent in listening.
3. Students retain only 20-30% of what they hear. Even adults cannot normally retain more than 50% on the average of what they hear.
4. You may write at the rate of 25 words per minute, speak 100-175 words and think about 300 words per minute.

5. The rate of speaking for better listening shall be between 100-175 words per minute.
6. Attention and concentration are important to listening results.

Improving listening skills:

Following are some guidelines for improving listening skills.

1. Direct and maintain attention.
2. Stress importance of getting the message the first time.
3. Use context while explaining.
4. Distinguish between relevant and irrelevant information..
5. Find and recall main ideas and details.

Teaching with audio materials:

In teaching with disc or tape recordings as with most instructional materials discussed so far there seems to be no single best formula or procedure to follow. Following suggestions are extensions of those of a more general nature supplied earlier in this unit for utilisation of audio teaching materials.

1. Pre recorded audio materials can be used for large as well as medium group instruction.
2. The familiar five step procedure for using educational media with large and medium sized groups is but one of several approaches to using audio materials. It requires that you:
 - a. Prepare yourself: To use audio materials with medium or large sized groups, you must of course, do advance planning. You must listen to recordings before you attempt to teach with them.
 - b. Develop student readiness: Stimulate and focus interest through discussions, comments and preliminary lecture.
 - c. Listen to the programme: Lead students into proper listening experience with timing and minimum delay. Consciously relate what is heard to problems and questions set up during the pre-listening period.

- d. Follow up programme: It is necessary to hold post-listening discussions. Correct any misunderstanding identified through discussion. Decide whether it will necessary again to listen to the programme
- e. Listen critically: Ask students to listen to a speech recorded with several critical questions in mind, so that it leads him to critical thinking and assess with necessary analysis of the problem.

You may use tapes in small groups providing opportunities to divide your class to meet several types of learning needs at the same time. You may give two or three students, to complete yestordays lesson involving workbook responses, or other assignments to reach different assignment levels, or any practical individual exercises.

You may include on your tapes the information the students need to check their own answers, and even point out reasons why certain answers would not be correct. You may use several tape recorders, and use the potentialities fully. If you have headphones or earphones you may give a number of tape recorders and earphones (headphone) thus encouraging individual work, at their own speed. Self instruction tapes could be taken to the house and can be used at their own conveniences. It is possible to erase and reuse the tapes when their purpose is served. It is also possible to develop an audio performance test, which we have tried in this module for you to simulate.

The world of sound provides an exceptionally useful variety of sources for learning. Various technical improvements in sound recordings and reproduction are being made. The range and quality of audio materials to be used with them are also being improved. While there are a number of recording media the portable cassette tape recorder attracts more and more users among students and teachers alike.

As with other instructional media discussed so far in all the five modules, the value of audio aid is determined by the uses to which they are put and the creativity of the users. Here we have stressed the importance of identifying purposes to be served through listening or recording. We have discussed listening skills in general and how they can be improved. You should capitalise upon the unique qualities of audio equipment and resources, to make learning better, faster and remember longer.

You have now travelled to the apex of the EDGAR DALES CONE. We dealt with sensed object or event. Then we moved from direct experience to representation of reality. Finally we de-sensed the event and compressed it into a symbol that bore no likeness to the event or object. In terms of Bruner's theory of learning, we first had the enacted experience, then the substitute or iconic experience and finally the symbolic experience. The intimate relationship between words and audio visual materials and the experience deriving from them, we should not take literally the statement "One picture is worth a thousand words". One can argue quite well that "you cannot find an exact pictorial equivalent for the words of Krishna that, " I am everything, I am all". One can also argue logically, that " one word is worth a thousand pictures".

Both words and pictures are essential for communication. Catherine H. Williams in her book, Learning from Pictures, points out "Pictorial aids alone cannot carry the burden of communication any more than words alone. Once a teacher recognises that communication is a difficult task, he will plan to use pictorials and words as instruments of communication to supplement each other!"

Rusting is a process, the word rusting is not the object, quality, or the real rusting process but only the name for the phenomenon. Your ability to speak, hear, or write the word does not necessarily mean that you understand what the object, quality, or process is.

You can pronounce the words Karate, Mauve or Osmosis. You might have memorized the definition of Osmosis as, "Pressure that a liquid of higher density exerts on one of less density through a semi-permeable membrane". Your ability to write this down in an examination question, is not the evidence that you actually understood what is Osmosis, except that you have experienced the sounds of the words, but may not be their meaning. You may or may not know what is mauve. It is a colour. Again, it is not a primary colour. If you have experienced the definition of colour, that will not tell you what mauve is. If you know what purple, violet or lilac colour, you may know what mauve means. Now the words rusting may be known to many of you, because you have experienced that iron rusts, by absorbing moisture, but how many of you know, it is by oxidation of iron. Your job as an instructor, is to make certain that ideas, whether expressed verbally or non-verbally, become

part of the working capital of your trainees. We read papers we may read a word printed, that does not mean that we know what the word stands for. You must relate it to the rich variety of experience, i.e., own experience of your trainees and not yours, otherwise, you may not lead your trainee in the right lines.

The cone of experience provides a teaching model to explain the various stages of an experience in terms of decreasing directions, from the base upwards. We begin with direct, purposeful experiences i.e. learner tastes, feels, handles, sees, smells, experiments at first hand. Then we come to the second hand experience on the cone, in which experience is abridged and to some degree abstracted. With each successive band, abstraction is greater. But at every stage, the learner builds verbal symbols. Even though it stands at the top of the cone, it is involved in every other of audio visual experience. We always use words and pictures together as AUDIO VISUAL MATERIALS, AUDIO VISUAL MEDIA, or AUDIO VISUAL AIDS.

Learner Activities:

1. Analyse the first module, where you were provided with the learning experience through the sound slide system. Could you have achieved what you have, if you were not given the script or recorded audio? Was it superfluous? Discuss this problem among your colleagues.
2. Do you think, that the pictures in module I, helped you to comprehend better, and this would have been possible without the pictures, and by words only? Give reasons for your opinion.
3. On the otherhand, do you consider that addition of a number of visuals in module III, along with words could stimulate you better and you were able to follow better?
4. In module II, you were provided with information sheets and the module or words were provided with in the form of written words only. Some of the units were provided with large amount of pictures, while some others with less. Could you say which one of the units were better for your understanding? Could we have added more pictures and used less words or the contents explained equally well or better through simple words only?

5. In module IV, you were provided with more words and very little pictorial information. Do you think you could have understood the concepts better without demonstrations? Or do you consider more picture would have made difference of your scores?
6. In your studies at the C.T.I. did you find verbal communication more than pictorial communication?
7. Do you consider more attention is required for verbal communication than pictorial communication?
8. State five step procedure for utilising audio materials.
9. State whether you could have studied and completed successfully this course, with verbal communication alone, or pictorial communication alone.
10. Which part of the DALES CONE OF EXPERIENCE is the verbal symbol-top, middle or bottom?