

Module II: Non-Projected Visual Aids.

GUIDELINES TO THE INSTRUCTOR:

1. Introduction:

This module consist of the following nine units:

- 1) Graphic design.
- 2) Lettering
- 3) Graphs and Charts
- 4) Posters and Cartoons
- 5) Chalk boards
- 6) Bulletin board
- 7) Flannel and magnetic board
- 8) Enlarging and reducing visuals and
- 9) Objects, Models and Mockups.

2. Purpose of Module II.

The purpose of this module is to make the instructor trainees

- a) Aware of the potentialities of different non-project visual aids, and
- b) To develop skills for planning, preparing and use of different non-projected visual aids in the practice teaching sessions.

The goals are listed under serial numbers 14 to 23 'goals' You may go through these goals and acquaint yourself with the details of the proposed study, under this module.

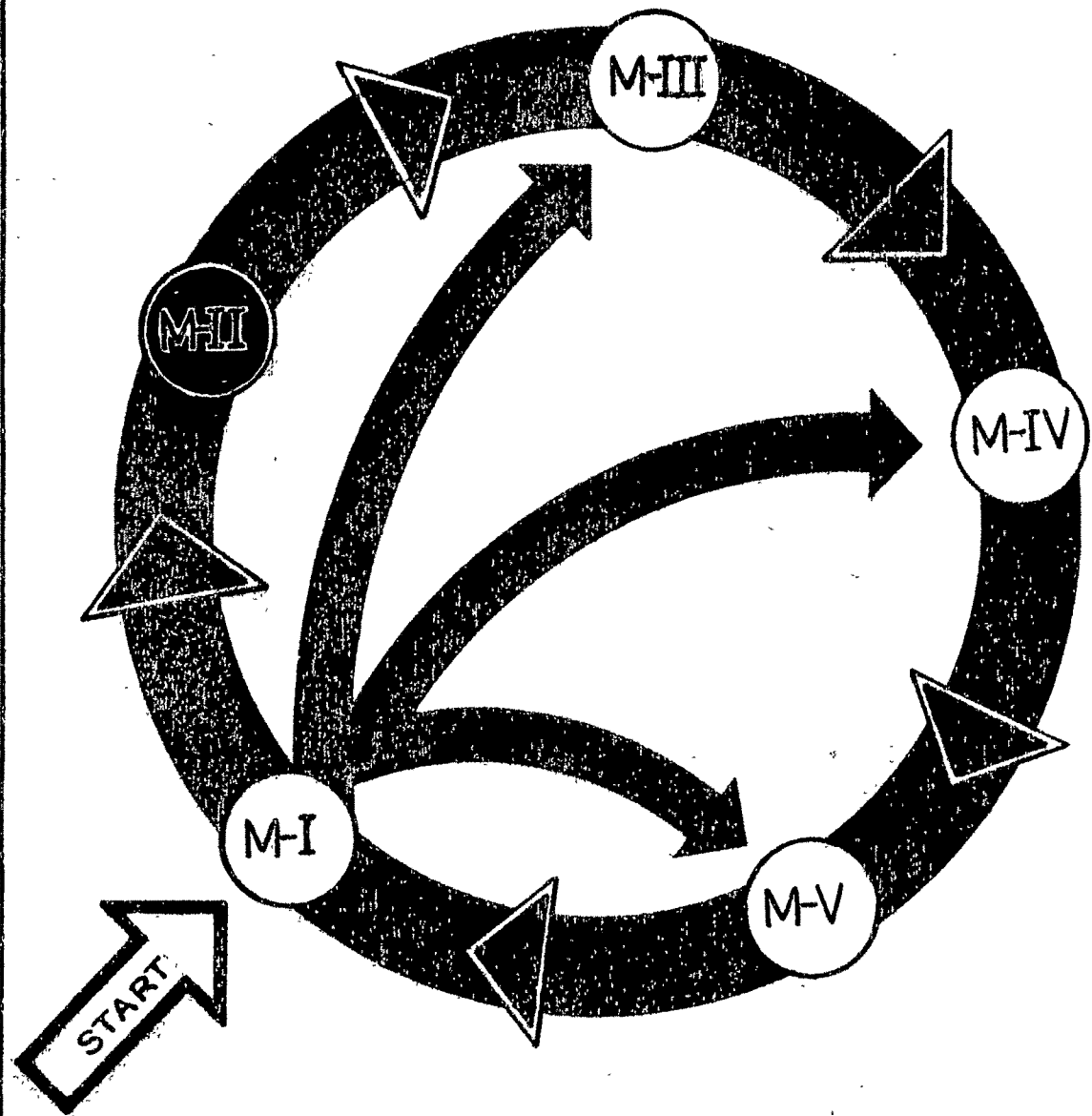
3. Contents of Module II

Module II is a self study package consisting of:

- a) A self instructional text covering nine units.
- b) Learner-activities to be carried out at each stage,
- c) Practical exercises Nos.1-34 with keys;
- d) Module test, (criterion referenced and objective based) and
- e) Answer keys and evaluation template for module test.

AUDIO VISUAL EDUCATION

MODULE - II



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4. Equipment needed:

No equipment are needed for using the self-study text, but equipment required for the practical exercises are listed under each practical exercise. You may go through each of these exercises, study the procedure given carefully, and provide facilities to the learners. Schedule the practical classes so that the equipment can be used without much difficulty by all the learners.

5. Preparation for presentation:

A. Your tasks prior to starting the module.

1. Familiarise with these guidelines.
2. Go through the self-study material along with instructional objectives each time you schedule the classes.
3. Study the learner activities, and prepare an answer key for the same.
4. As and when you have discussion sessions, you must be prepared for the discussions on each and every point.
5. You should do the practical exercises yourself.
6. You should also take the module test, and evaluate yourself.
7. Discuss with the faculty leader for any doubts or inadequacies .

B. Prepare the instructor-trainee for the sessions.

1. Hand over to the instructor-trainees, first the module-test for this module (pre-test), and take the response sheets. You should schedule the practicals and get the response sheets.
2. Issue for each unit:
 - a. instructional objectives
 - b. learning materials
 - c. Practical exercise programmes and instructions.
 - d. Dates for discussion sessions.

6. Module Test.

- a. Arrange for the module tests and schedule the practical tests.
- b. Evaluate answers based on the key provided, and record on response sheet the scores.
- c. Issue correct responses with the scores.
- d. Arrange for a discussion session if demanded by learners.

7. Tips for discussion sessions.

Doubts if any raised by learners must be discussed and cleared at discussion sessions, as in module I. Follow the tips given under module I. However, the same is reproduced below for easy reference.

- a) Remain as a resource person
- b) Study all materials, learner activities and tests.
- c) Prepare answers for all learner activities.
- d) Go through the key provided for the module test and all practical activities.
- e) Evaluate the module test and help self-evaluation if requested by any of the instructor trainees.
- f) Allow 10-20 seconds pauses between two topics and also before redirecting the same questions to others in the class.
- g) Clear all doubts.
- h) In case you have any difficulty, take time, and discuss with your faculty leader. Then discuss in the class.
- i) Clarify facts by relation to situations that the participant is conversant with.
- j) Isolate points of concern for the larger group and deal with those at one time.
- k) Individualised attention should be given wherever feasible.
- l) Make notes of all salient points of the discussion and bring them to the notice of the faculty leader.

8. Follow up activities

Following guidelines are offered :

- a) Give points of importance to participants.
- b) Encourage application of the concepts learned in real situations.
- c) Encourage attempting more practical exercises to improve skills.
- d) Accept criticism.
- e) Any point worth pointing out, may be brought to the notice of the instructional designer.

9. Feedback:

Remember that you are to give the same module test, as a pre-test before starting module II, and the same as a post-test at the end of this module. DO NOT ISSUE THE CORRECT RESPONSE SHEETS FOR THE PRE-TEST. Use marking scheme given at the end of this module for evaluating module test.

Give a pre-test before starting module III. The scores for these module tests, which are based on instructional objectives given at the beginning of each unit, not only evaluate the learning outcome, but will help the instructional developer to validate these instructional materials and revise them, if necessary.

AUDIO VISUAL EDUCATION

Overview.

This course offered to the Instructor trainees is intended to

- a) make the Instructor trainees aware of the importance of different indigeneously available audio visual materials and equipment and
- b) to develop skills for planning, preparation and use of audio visual aids in their teaching-learning situations.

The main course objectives are:-

- 1) To develop elementary theoretical psychological concepts in relation to the design of instructional materials and use of audio visual aids in the teaching-learning process.
- 2) To create an awareness about the possibilities offered by audio visual aids and media for making learning more effective and efficient.
- 3) To develop professional skills to design and make simple inexpensive audio visual aids for use in the Instructional process.
- 4) To develop skills in the operation and maintenance of selected indigeneous audio visual equipment such as epidiascope, overhead projector, filmstrip and slide projectors, 16 mm movie projector, tape recorder, duplicating machine, photocopier, electronic scanner.
- 5) To develop professional competence in the use of selected audio visual aids in a meaningful way for specific instructional tasks to improve learning.

GOALS:

Module II

Non Projected Visual Aids.

1. To provide basic ideas of visual design and theoretical concepts in designing visuals for instructional use.
2. To familiarise different forms of lettering and use of lettering kits to make graphic aids.
3. To provide information in distinguishing the characteristics of
 - a) graphs.
 - b) charts.
 - c) posters
 - d) chalkboard
 - e) bulletin board
 - f) flannel board
 - g) magnetic board and
 - h) models and mockups.
4. To provide adequate learning experiences in making the non-projected visual aids listed above.
5. To indicate the details of construction of
 - a) chalkboard
 - b) bulletin board
 - c) flannel board and
 - d) magnetic board.
6. To assist in the development of skills in using chalkboard for instructional processes including
 - a) making chalkboard drawings,
 - b) coloured sketches,
 - c) using chalkboard instruments and
 - d) providing experience in effective use of chalkboard.
7. To provide information and experience in making
 - a) charts
 - b) posters
 - c) bulletin board displays
 - d) flannel board cutouts
 - e) magnetic board materials
 - f) models.

8. To encourage learners in the use of inexpensive non-projected visual aids in their practice teaching sessions.
9. To show how to present demonstrations using real things alone, or in combination with other available resources.
10. To focus attention on the various forms of self-instructional materials for skill training using inexpensive non projected materials.

AUDIO VISUAL EDUCATION

MODULE II

NON-PROJECTED AIDS

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|--------|--------------------------------|
| UNIT 1 | GRAPHIC DESIGN |
| UNIT 2 | LETTERING |
| UNIT 3 | GRAPHS AND CHARTS |
| UNIT 4 | POSTERS AND CARTOONS |
| UNIT 5 | CHALK BOARD |
| UNIT 6 | BULLETIN BOARD |
| UNIT 7 | FLANNEL AND MAGNETIC BOARD |
| UNIT 8 | ENLARGING AND REDUCING VISUALS |
| UNIT 9 | OBJECTS, MODELS, AND MOCKUPS |

PRACTICAL EXERCISES

<u>Unit 2</u>	<u>Lettering</u>	<u>Target dates</u>
Pr.Ex: 1	Letter six words in capital letters (upper case) using Stencil lettering guides 5-15 mm.	3rd May
Pr.Ex: 2	Letter two word caption in capital letters (upper case) using Stencil lettering guides 20-25 mm. Adopt optical spacing.	3rd May
Pr.Ex: 3	Letter your name with upper case letters using mechanical letter guides size 10-15, adopting mechanical spacing.	3rd May
Pr.Ex: 4	Letter six words with upper case letters using mechanical letter guides size 5-10, spacing letters by judgement.	3rd May
Pr.Ex: 5	Letter a para with upper and lower case letters right and left hand justification, and mechanical lettering guides of appropriate size and spacing.	3rd May

UNIT 3 Graphs and Charts

9

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|------------|---|---------|
| Pr. Ex: 6 | Prepare four types of graphs-Line, bar, pic an pictographs from data furnished. | 3rd May |
| Pr. Ex: 7 | Prepare from furnished topics, using the principles of design, the data and pitco charts. | 3rd May |
| Pr. Ex: 8 | Prepare from furnished topics using the principles of design, the schematic and diagramatic charts. | 3rd May |
| Pr. Ex: 9 | Prepare from furnished topics using the principles of design the tree and flow charts. | 3rd May |
| Pr. Ex: 10 | Prepare from furnished topic using the principles of design the animated charts. | 3rd May |
| Pr. Ex: 11 | Prepare from furnished topic using the principles of design the phentom view chart. | 3rd May |
| Pr. Ex: 12 | Prepare from furnished topic, using the principles of design and exploded view chart. | 3rd May |
| Pr. Ex: 13 | Prepare from furnished topic, using the principles of design the folding chart. | 3rd May |

UNIT 4 Posters and Cartoons

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| Pr. Ex: 14 | Design and prepare a poster in black and white in your trade area to provoke thoughts. | 3rd May |
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- Pr. Ex: 15 Design and prepare a poster in colour on Safety. 3rd May
- Pr. Ex: 16 Design and prepare a poster in colour, in your trade area, to attract attention and give a message to the learner. 3rd May

UNIT 5 Chalkboard

- Pr. Ex: 17 Draw a circle and hexagon on the chalkboard using compass. 23rd May
- Pr. Ex: 18 Draw a ball pane hammer, with appropriate colour chalks and shade it. 23rd May
- Pr. Ex: 19 Draw an exploded view of a machine or part of the machine from the given sketch, on the chalkboard, and print the caption. 23rd May
- Pr. Ex: 20 Write three statements with not less than thirty words in all containing both upper and lower case letters, on the chalkboard. Number each statement. The depth of the Classroom is 10M. 23rd May
- Pr. Ex: 21 PQR is a cone 150mm high with sides inclined at 60° and 50mm dia. A line AB cuts the cone at 100mm from the base and makes 45° to the base line. Using the chalkboard instruments, the elevation, 23rd May

plan of the base, plan of the
cuts section and the tree shape
of the cuts section.

- Pr. Ex: 22 Plan a chalkboard summary for your
practice teaching, and present it
to your trainees on the chalkboard
using coloured chalks were required
ensuring satisfactory readable
lettering and sketching.

23rd May

UNIT 6 Bulletinboard

- Pr. Ex: 23 Prepare bulletin board display
materials for an introduction to
a course and display it for the
use of your trainees.

23rd May

UNIT 7 Flannel & Magnetic Boards

- Pr. Ex: 24 Prepare a set of flannelboard
cutouts with sandpaper backing
on a approved topic.
- Pr. Ex: 25 Prepare a set of magneticboard
presentation materials with GI
strips on approved topic.

23rd May

23rd May

UNIT 8 Enlarging and Reducing Visuals

- Pr. Ex: 26 Enlarging the Visual by Non
Projection Method-I with furnished
visual, enlarge it by the grid
method to A4 size, using pencil.

23rd May

- Pr. Ex: 27 Enlarging the visual by Non Projection Method-II With furnished visual, enlarge it by using pantagraph to A3 size with pencil. 23rd May
- Pr. Ex: 28 Enlarging the visual by Projection Method I With the given line drawing, and using opaque projector, enlarge it to A3 size in black and white. 23rd May
- Pr. Ex: 29 Enlarging the visual by Projection Method II Using furnished drawing, enlarge it to A3 size with the overhead projector in pencil. 23rd May
- Pr. Ex: 30 Reducing Visual-Non Projection Method I Reducing the given visual - aline drawing - to A4 size, using pantagraph and Indian ink. 23rd May
- Pr. Ex: 31 Reducing visual by Non Projection Method II. Using given visual, reduce it to 15 x 15 mm using grid method. 23rd May
- Pr. Ex: 32 Reducing visual by Reverse Projection Method. Reduce the given visual, by reverse projection method onto a transparent acetate sheet 125x125mm using overhead 23rd May

projector and colour with sketch pens. No shading is required.

Pr. Ex: 33 Make a chalkboard line diagram
using the drawing made in Pr.
Ex: 28 by the pounce-dot
dusting - method.

23rd May

UNIT 9

Objects, Models and Mockups.

Pr. Ex: 34 Prepare cutout letters for a
given word with thermocole and
colour the same. Display the
same on the bulletin board.

23rd May.