Module III : Projected Aids.

GUIDELINES TO THE INSTRUCTOR.

1. Introduction.

   This module consists of the following ten units.

   1) Kinds of projected aids.

   2) Projection systems.

   3) Filmstrip projector.

   4) Slide projector.

   5) Motion picture projector.

   6) Overhead projector.

   7) Opaque projector.

   8) Television.

   9) Multi-Imagery and Multi-Media, and

   10) Physical facilities and visuals for projected aids.

2. Purpose of Module III

   The purpose of this module are:

   a) To comprehend elementary theoretical concepts of the
      projection system with respect to the design of the
      projection equipment.

   b) To create an awareness offered by the projected aids
      to make learning more effective, efficient and
      immediate.

   c) To develop skills in the operation and maintenance of
      selected audio visual equipment-given under (1) above-
      and

   d) To provide opportunity for using the projected aids
      and equipment in the practise teaching sessions.

      The goals are listed at serial numbers 24 to ....
      "Goals".

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

3. Contents of Module III.

Module III is also a self study multi-imagery package consisting of :

a) 1400 colour slides.

b) 5 audio cassettes for 10 units, each of 45 minutes duration.

c) Scripts for each of the ten units.

d) Instructional objectives, workbook, unit tests, answer keys, for each of the ten units.

e) Practical Exercises 35 to 41 at the end of the units 3, 4, 5, 6, 7, 8 and 9 with necessary keys and performance checklists.

f) Module test, and

g) Answer keys for module test.

4. Equipment needed:

1) Film strip projector, with single/double slide carrier.

2) Slide projector with different types of slide trays - longitudinal, carousel vertical or horizontal (six nos.).

3) 16 mm motion picture projector.

4) Overhead projector with attachments.

5) Opaque projector.

6) Television receiver and video cassette recorder.

7) Screens for single, double and tripple projection.

8) Cassette tape recorder with synchronisation facilities.

9) Dissolve unit if available for carousel projector.

19) Programmer, if available can be advantageously made use of.

5. Preparation for presentation:

A. Your tasks prior to sessions.

1. Familiarise with these guidelines.

2. Familiarise with the subject matter.

3. Preview the sound-slide presentation before showing to the group or if you are handing over before handing over.
   a) load slides properly on trays-you may require more than one tray for each unit, as it is a multi-imagery presentation.

b) the slides are numbered serially, and also as (L),(C), and (R) to denote they are to be projected from left, centre and right side projectors. Sometimes, you will have only one single slide for a number, sometimes two, and at times three. Arrange all these slides separately in trays and in case more than one try is needed, do use more trays for placing slides well in advance of the presentation,

c) arrange the screen(s) for the tripple projection,

d) check all projectors and see that they are in order,

e) set the focus slide first in all projectors to keep the projectors in perfect focus,

f) set the tape recorder in synchronisation with the projectors, after seeing that the same is in working order,

g) if you have a dissolve unit and programmer, connect them,

h) check the system for proper synchronised working, by switching on slide projectors, tape recorder and other units of the system.

i) listen to the audible signal; in case you do not have the synchronisation system, you may use the three projectors and the tape recorders separately, and in that case, you must select tapes where bell sound is recorded instead of inaudible pulses.

j) Synchronise the tape with the first slide-sound and visual- on the first cue,

k) if you have the synchronisation unit, the entire system will now work automatically, and you will have only to change trays, if additional slides are loaded at the proper place and stop presenta- tion whenever you are asked to do.

l) in case you have only manually operated system- separate tape recorders and three slide projectors, you may change slides each time you hear the bell,

m) obtain the proper script book where separate instructions are provided,

n) complete the first unit, and while doing so, answer the questions in the workbook yourself, correct the answers whenever confirmation is given, and

o) at the end, take the unit test, evaluate your answers with the key to the unit test;

p) repeat for all other units and

q) do all practical exercises yourself, and check for correctness with the performance checklist provided,

r) answer assignments if any given - there are two assignments.

s) take the module test on completion of the ten units, unit tests, and evaluating your tests and exercises,

t) evaluate the module test, with reference to the key provided in the package and

u) discuss with the faculty leader for any doubts or inadequacies,

v) Remember that all practical exercises must be done for each unit along with the unit before taking the unit test.

B. Prepare the instructor trainees for the session.

1. Ask them to go through the overview, course objective and goals provided to them at the beginning of the course.

2. Handover to the instructor trainees the package consisting of instructional objectives, scripts for units 1-10, workbook, practical exercises 35 - 41 with the necessary keys, unit tests, keys for the unit tests with instructions.

3. Give them the schedules for the classroom availability for the multi-imagery presentations and practical exercises.

4. Adhere to target dates, otherwise, you will have problems with the schedules.

5. The most important aspect in this module is the nature of practical exercises, and making available the equipment, hence you must take care for the upkeep of the equipment and safety factors. Plan well in advance, and discuss with the faculty leader problems if any.

C. At the sessions.

1. Make the presentations.

2. On completion of each unit, provide facilities for practical exercises. Guide them, if you are asked to do so. But keep a watch over the equipment, so that you may avoid any mishap.

3. Give a minimum of three chances for each practical. If more practice is desired, give them separate timing, after all candidates have completed their assignments.

4. Ask each learner to take unit test at the end of units.

5. Encourage them to evaluate the tests by

6. handing over the proper test keys.

7. Conduct discussion sessions, as in previous modules, and

8. in the end of ten modules conduct the module test.

9. Evaluate the module test, with keys provided and furnish the scores and correct answers to the instructor-trainees.

10. Remember to follow all instructions given in the script while projecting and operating the tape recorder.

11. Use remote control, if your projector is not automatic and is provided with one.

12. Locate projection screen(s) to enable all to see complete visuals, as the visual is most important.

13. Provide enough lighting while using workbook.

14. Encourage interaction with workbook and record difficulties if you notice any.

15. Allow participants to retain workbook, unit tests, and keys.

16. Arrange for discussion sessions, for every unit, as per demand.

17. Encourage active participation during discussion.

18. Use the transparencies supplied for explaining on any topic not understood during regular presentation.

6. Tips for discussion:

Discussion method is considered as one of the best and immensely successful methods in getting people personally involved more than anything else in the issues. While arranging discussion divide the learners into small groups not exceeding fifteen at a time

and encourage learners to clear doubts of others. Few tips given in module I, for effective discussion may be followed here also. However, some of the points are reproduced below for ready reference.

1) Remain as a resource person.
2) Study all scripts, tests, and answers.
3) Go through the module tests, and the answer keys
4) Go through all practical exercises and the keys.
5) Evaluate module tests and help self-evaluation , if required i.e., demanded by the learners for any reason.
6) Allow learners to participate in the discussion session as much as, time permits.
7) Allow 10-20 seconds pauses between two topics and also
8) before redirecting the same question to others in the class.
9) Clear all doubts.
10) In case, you find it difficult to answer some points, you may discuss with the faculty leader, and clarify the doubt in the next session.
11) Clarify facts by relation to situations that the participant is conversant with.
12) Isolate points of concern for the larger group and deal with those at one time.
13) Make notes of all salient points of the discussion and
14) bring them to the notice of the faculty leader.
15) Give individual attention where necessary and possible .

7. Follow up activities:

Follwoing 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 to the notice of the instructional designer all important factors

8. Marking Scheme:

Use the marking scheme given at the end of this module, for evaluating the module test for module II. Record the scores on the response sheets. Issue correct responses with the scores to the instructor-trainees at the end of the post-test.

9. Feedback:

Remember that you 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 PRE-TEST. Use the marking scheme given at the end for evaluating module test. Before starting module IV, give a pre-test for module IV. The scores for these tests, not only evaluate the learning outcome, but will help the instructional developer to validate these instructional materials.

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 III   Projected Aids.

1. To acquaint the learner with basic information on the
   following projected aids.
   a) filmstrips   e) television
   b) slides   f) multi-media
   c) overhead transparencies   g) multi- imagery.
   d) 16 mm motion films.

2. To provide capability to understand the utility of
   each of the above aids, to enable the learner to choose
   the right type of aid based on need.

3. To present information and provide skills to enable
   the learner to distinguish the advantages and dis-
   advantages of each one of the above projected aids.

4. To acquaint with the basic principles of projection
   of different equipment used to project the above
   projected aids.

5. To provide skills in identification of the essential
   operating parts of
   a) filmstrip projector   d) 16 mm film projector
   b) slide projector   e) opaque projector
   c) overhead projector   f) television and VCR

6. To provide basic ideas to identify the classroom
   conditions for the lighting, seating and accoustics
   required to use the projection equipment listed under
   item (5) above.

7. To provide skills in the operation of the equipment
   listed under item (5)

8. To encourage the learner to use the projected aids
   as a source of instructional material in specified
   instructional tasks.

9. To show by examples of using different audio visual
   equipment and instructional modes, how multi-media
   and multi-imagery could be used in learning
   situations.

10. To suggest and assist the learner to make group-work
    for multi-mode presentations at imitative level, not
    involving preparation of any original aids.

AUDIO VISUAL EDUCATION

MODULE III

PROJECTED AIDS

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PRACTICAL EXERCISES:

Unit 3

Pr.Ex. 35 :   Operating a filmstrip projector.

Unit 4

Pr.Ex. 36 :   Operating a slide projector.

Unit 5

Pr.Ex. 37 :   Operating a 16 mm. projector.

Unit 6

Pr.Ex. 38 :   Operating an overhead projector.

Unit 7

Pr.Ex. 39 :   Operating an opaque projector.

Unit 8

Pr.Ex. 40 :   Operating a video tape recorder.

Unit 9

Pr.Ex. 41 :   Organising a multi-media presentation.