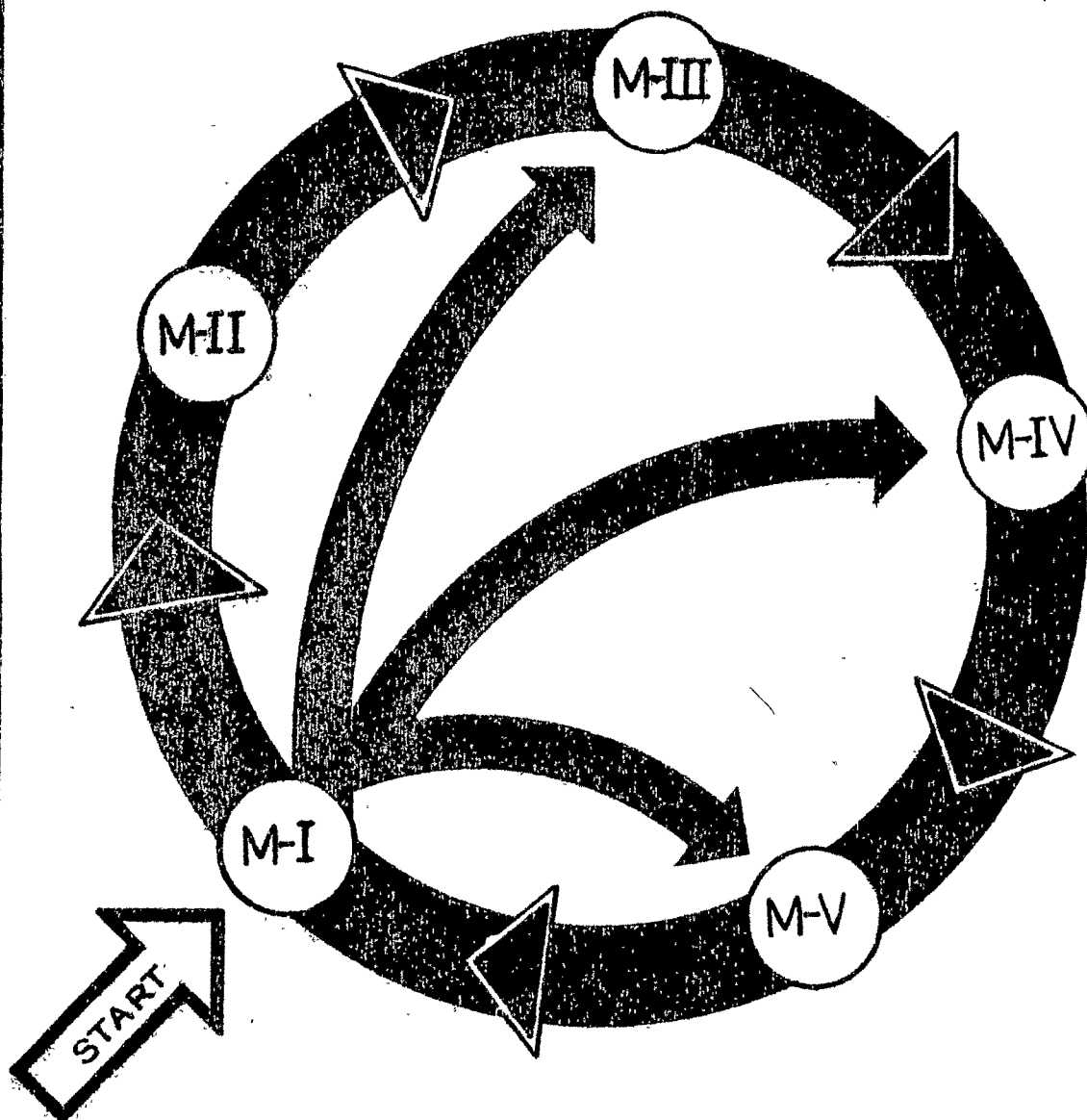


# AUDIO VISUAL EDUCATION

## MODULE -V



KRISHNAN.

AUDIO VISUAL EDUCATION

Module -V

Audio Aids

GUIDELINES TO THE INSTRUCTOR:1. Introduction.

This module consist of the following six units.

- 1) Teaching with audio aids.
- 2) Principles of audio equipment
- 3) Tape recorders.
- 4) Sound recording principles.
- 5) Operating tape recorders
- 6) Record players.

2. Purpose of Module V

The main purpose of module V is:

- a) To create an awareness about the possibilities offered by the audio aids such as cassette tape recorder, tape recorder/deck and record player in the preparation of instructional materials through aural media.
- b) To provide necessary experience to use audio as a source for learning skills.
- c) To develop skills in the operation of these audio aids for use in the instructional process.
- d) To manifest professional skills to design and make simple inexpensive audio instructional materials.

The goals are listed at serial numbers \_\_\_\_\_ 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 V.

Module V is a self study package consisting of:

- a) a self-instructional text covering the five units;
- b) criterion tests for each of the six units with keys for self-evaluation;
- c) practical exercises 48 - 51 with keys;
- d) \_\_\_\_\_ numbers for the discussion session;
- e) module test (criterion referenced and objective based) with
- f) answer keys and evaluation template for the test.

Instructional Objectives are provided at the beginning of each unit. The learner should be strongly advised to go through these objectives before proceeding with the textual material.

A noteworthy departure followed in this module from others is the instructional input for the practical is through audio. Thus in addition to the self-instructional textual material, this module consist of -- number of audio cassettes, discussion at the end of each unit test, which as usual is provided with keys for self-evaluation and at the end of the module as components of the multi-media package.

### 4. Equipment needed:

Following equipment are essential for the completion of this module.

- 1. audio cassette recorder.
- 2. stereo tape deck.
- 3. H.M.V. Fiesta, record player.
- 4. Phillips stereo record player.
- 5. Accessories and materials required for the above.

## 5. Presentation:

### 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. Answer them, and compare your answers with the keys provided, and score them.
4. Do the practical demonstration yourself, through the medium suggested and then grade your exercise.
5. Take the module test, compare your answers with the key provided and score your test.
6. Prepare for the practical exercises, as suggested in the self-study package and schedule the workshop timing and inform the learners.
7. Conduct discussion sessions at the end of each unit and also at the end of the module, after the module test is scored.
8. Remember that a pre-test is conducted at the beginning of this module, and a post-test at the end of the module.
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. textual materials,
  - c. practical exercises with instructions and time schedule, and
  - d. dates for discussion sessions for each unit.

## 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.
- d. Arrange for a discussion after the post-test.
- e. Do not issue scores or key to the learners after the 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, to be conducted, on demand, at the end of each unit, and at the end of the module, as in previous modules. However, tips for conducting discussions, though given earlier, are reproduced for easy reference.

- a. Remain as a resource person.
- b. Study all learner materials, criterion tests and 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.
- 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, to the instructional designer.

#### 9. Food back:

Remember that you are to give a pre-test and also a post-test of the same module test given at the end of this module. Pre-test must be given before starting the module, and post-test at the end of the module. **DO NOT ISSUE CORRECT RESPONSE SHEETS FOR PRE-TEST.** Use marking scheme given at the end for evaluating the module test. The scores for these module tests not only evaluate the learning outcome, but help the instructional developer to validate these instructional materials, and revise them, if necessary, based on the data collected.

#### 10. Course Test:

In the end, on completion of all the five modules, give the course test, and evaluate the same based on the key supplied. Furnish test results along with response sheets.

## 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 V

## Audio Aids.

1. To familiarise the learner with different kinds of audio experiences used in instruction.
2. To provide experience in identifying the essential requirements for using audio aids in instruction.
3. To provide skills and knowledge in identifying the essential operational parts of
  - a. cassette tape recorder.
  - b. tape recorder and tape deck, and
  - c. record player.
4. To provide experience to the instructor trainee in the operation of
  - a. cassette tape recorder.
  - b. tape recorder/ tape deck and
  - c. record player.
5. To provide necessary experience to use audio as a source for learning skills.