

Education Media

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Educational Media

- EM is synonymous to instructional media,
- that is, objects, premises, events, machines, models or computer programs
- with which learners interact to form concepts ,practice, skills and then draw conclusions out of verbal explanations so as to change their behavior or attitude.

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Basic Concepts and types of EM

- Media can be defined as means through which information is shared or communicated among people. E.g; language, newspapers, radio, TV, and internet.
- Media can also be defined as things/vehicles that carry information between the source and receiver so as to facilitate communication between two parties.
- In this case, the media help the learner's sensory organs to comprehend the planned content and thus improve the teaching-learning process.

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Types of Education Media

- There are different ways to classify media
 - Print media,
 - non-print media and
 - electronic media

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Educational Media

- These are any means of communication between the teacher and learner that allow interaction and feedback between the two parties
- EM can also be defined as things used in the classroom to aid teaching and training .

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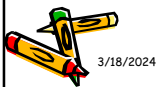
Print Media

- They include: books, journals, magazines, newspapers, workbook, textbooks
- Non-print media: they include: projected and non-projected media
- Electronic media: they include: Audio media, Visual media and Audio-Visual

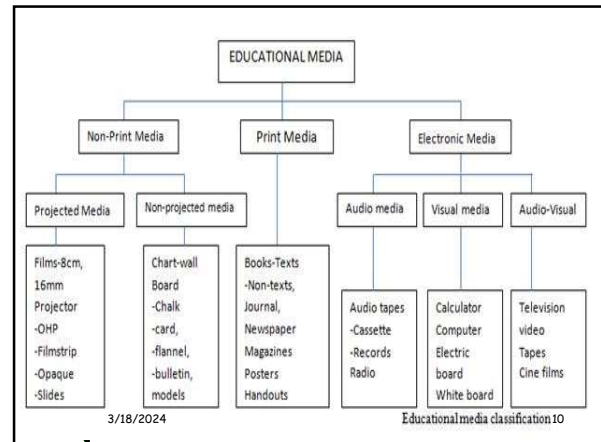
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Projected & non-projected media

- Projected media: they require light source for projection. E.g. film projector slides etc.
- Non-projected media: they do not require light source. They include 3dimensional objects, 2dimensional objects, prints, charts, models etc.



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Educational media classification 10

Audio, Visual & Audio-visual Media

- Audio media: this form of media carry sounds alone. E.g. audio tapes, record player,
- Visual media: These are the ones that can be seen. E.g. TV, computer, white board



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Projected Media

- **Projected** media are defined as **media** formats in which text and still images are enlarged and displayed on an illuminated screen.
- The text and images are sometimes printed on a transparent film such as an overhead transparency or a slide.

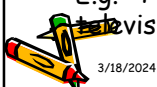


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Audio, Visual & Audio-visual Media

- Audio-Visual: this term refers to those instructional materials which provide students with audio and visual experiences by
- appearing to the hearing and seeing senses at the same time.
- E.g. TV, video tapes, closed circuit television (CCTV)



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LCD Projector

- An LCD (Liquid Crystal Display) projector is a type of video projector for displaying videos images or computer data on a screen or flat surface
- To display images LCD Projectors send light from a halogen lamp through three LCD panels



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Uses of LCD

- Enables educators to present multimedia content appropriate for a variety of students with different learning styles.
- Students can participate in real-time, interactive activities.
- Problem-solving activities promote the development of critical thinking skills.
- Students work collaboratively in groups and make their own presentations to the



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Advantages Cont

- Used to stimulate creative expression such as tell stories or writing stores
- Many of them can be converted into projected aids.
- Some of them can be projected through an opaque projector.



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Non-Projected Media

- **Non projected visuals** are those aids which are used without any projection.
- So they translate abstract ideas into a more realistic format.
- They allow instruction to move from verbal representation to a more concrete level.



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Charts

- A combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary.
- A visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject-matter.



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Advantages of Non-Projected Media

- Abundant and are easily obtainable.
- Requires no electricity
- Appropriate for low budget
- Not much artistic ability is required in the use of these visual aids.
- Can be used in many ways at all levels of instruction and discipline



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Charts

- The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organization.




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Uses of charts:


- Motivates the students
- Shows continuity in the process
- Shows relationships by means of facts, figures and statistics
- Presents matter symbolically
- Presents abstract ideas in visual form
- Summarizes information
- Shows the development of structures
- Creates problems and stimulates thinking



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Student Rules for Wall Charts

- Use wall charts and posters while you write.
- Know that if it's on the wall, it's important.
- Know it's not cheating to look at the wall charts; that's why they're there.
- Attempt to make the walls a part of your mind.




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Tips on using charts

- What makes a wall chart work?
 - Content?
 - Size?
 - Placement?


And Many More



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blackboard


- Is a reusable writing surface on which text or drawings are made with chalk or other erasable markers.
- Modern versions are often green or brown and are thus sometimes called a greenboard or brownboard instead.



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a few guidelines:

- Write big.
- Include examples.
- Use color. Highlight crucial information
- Use light backgrounds.
- Place carefully, consider: Can I reach it? Can they see it? Can I write on it?



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A whiteboard


- A whiteboard has a smooth shiny white surface, which can be written on
 - with special pens and
 - wiped clean with a dry cloth.



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Tips for Using the Boards


- Put assignments due, the next assignment and due date, and the day's lesson objectives on the board before starting the class.
- Use the board to present a problem the class should be thinking about during the lecture.
- Use the board for graphics as well as text and formulas



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Tips


- Be sensitive to obstructions, including the heads of students, overhead projectors, etc., that may block the lower part of the board.
- Give students time to copy what has been written.
- .



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Tips


- Bring your own chalk or markers to class and carry plenty of spares.
- Use different colored markers to highlight important aspects of the lesson.
- Write neatly and horizontally, making certain your handwriting is large enough for students to read.



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Tips


- Avoid modifying the board while students are copying information.
- Talk to the students, not the board.
- With a little practice, you will find that you can write while you are partially facing the class



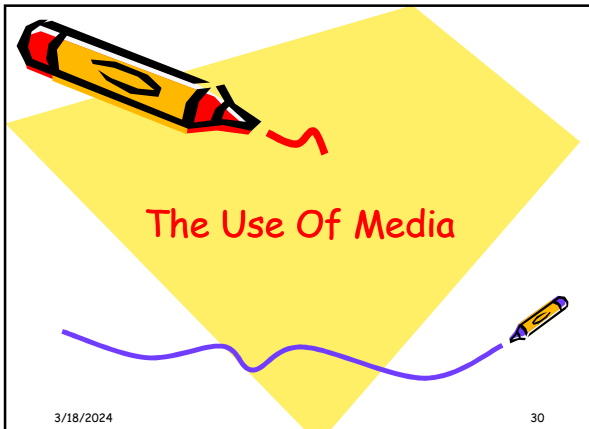
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Tips

- Board work should be organized so that students will be able to interpret their notes later.
- Write on the board in several places (top, bottom, right side, left side).
- Go to the back of the room to see if you can read what you have written from any location.



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The Use Of Media

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Systematic Planning For The Use Of Media


- The use of media and technologies effectively, requires a systematic plan for their use.
- The utilization of the ASSURE model as a guide is suggested, which identifies six major steps in an instructional planning process.



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Analyze Learners Characteristics


- **General Characteristics**
- This is a description of the class as a whole.
- This includes such information as the number of students, grade or age level, gender, socioeconomic factors, exceptionalities, and cultural/ethnic/or other types of diversity.



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Assure Model


- The Assure Model is:
 - A procedural guide for planning and delivering instruction that integrates technology and media into the teaching process.
 - A systematic approach to writing lesson plans.
 - A plan used to help teachers organize instructional procedures.
 - A plan used to help teachers do an authentic assessment of student learning.
- A model that can be used by all presenters.



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Analyze Learners Characteristics


- **Entry Competencies**
- This is a description of the types of knowledge expected of the learners.
- Ask questions such as:
 - Do the learners have the knowledge base required to enter the lesson?
 - Do the learners have the entry competencies and technical vocabulary for this lesson?
 - Have the learners already mastered the skills you are planning to teach?
 - Do the learners have biases or misconceptions about the subject?



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Assure Model


- **ASSURE** is an acronym for:
 - A: Analyze Learners Characteristics
 - S: State Objectives
 - S: Select, modify, or design materials
 - U: Utilize materials
 - R: Require Learner's Response
 - E: Evaluate



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Analyze Learners Characteristics


- **Learning Styles**
- This is a description of the learning stylistic preferences of the individual members of the class.
- First of all the instructor will want to find the learners perceptual preferences and strengths.
- The main choices are auditory, visual, and tactile/kinesthetic.
- Slower learners tend to prefer kinesthetic experiences.



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Analyze Learners Characteristics


- The instructor will then determine the information processing habits of the learners.
- This category includes a broad range of variables related to how individuals tend to approach the cognitive processing of information.
- Finally the instructor will determine the motivational and physiological factors of the learners.



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State Objectives


- **Audience:**
 - Who is the audience?
 - Specifies the learner(s) for whom the objective is intended.
- **Behavior:**
 - What do you want them to do?
 - The behavior or capability needs to be demonstrated as learner performance, an observable, measurable behavior, or a real-world skill.
 - Use an action verb



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Analyze Learners Characteristics


- When it comes to motivational factors the instructor needs to consider things such as anxiety, achievement motivation, social motivation, cautiousness, and competitiveness.
- The most prominent influences in physiological factors are sexual differences, health, and environmental conditions.



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State Objectives


- **Condition:**
 - Under what circumstances or conditions are the learners to demonstrate the skill being taught?
 - Be sure to include equipment, tools, aids, or references the learner may or may not use, and/or special environmental conditions in which the learner has to perform.



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State Objectives


- These are statements describing what the learner will do as a result of instruction.
- Things to keep in mind as you write your objectives are:
 - Focus on the learner, not the teacher
 - Use behaviors that reflect real world concerns
 - Objectives are descriptions of the learning outcomes and are written using the ABCD format.



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State Objectives


- **Degree:**
 - How well do you want them to demonstrate their mastery?
 - Degree to which the new skill must be mastered or the criterion for acceptable performance (include time limit, range of accuracy, proportion of correct responses required, and/or qualitative standards.)



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Select, modify, or design materials


- This is the step where the Instructor will build a bridge between the audience and the objectives.
- You need to decide what method you will primarily use:
 - a lecture, group work, a field trip, etc.
- What media you will use:
 - photos, multimedia, video, a computer?



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Selection Criteria

- Should be chosen objectively.
- Should be selected in order to best meet the learning outcomes.
- No single medium is the total solution.
- Does it match the curriculum?
- Is it accurate and current?
- Does it contain clear and concise language?
- Will it motivate and maintain interest?



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Select, modify, or design materials


- Are you using store bought materials, getting an outside resource to provide materials, modifying something you already have, or making something from scratch?



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Selection Criteria


- Does it provide for learner participation?
- Is it of good technical quality?
- Is there evidence of its effectiveness (e.g., field-test results)?
- Is it free from objectionable bias and advertising
- Is a user guide or other documentation needed?



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Selection Criteria


- Media should be selected on the basis of student need.
- We must consider the total learning situation.
- Should follow learning objectives.
- Must be appropriate for the teaching format.
- Should be consistent with the students' abilities and learning styles.



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Utilize Methods

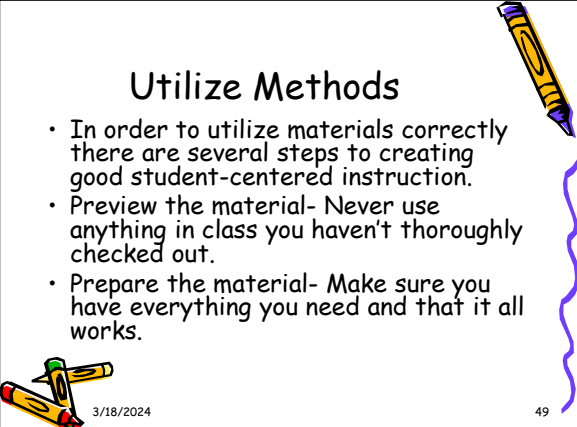
- Plan of how you are going to implement your media and materials.
- For each type of media and/or materials listed under Select
- describe in detail how you are going to implement them into your lesson to help your learners meet the lesson's objective.
- Please write in full sentences; do this for each item.



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Utilize Methods

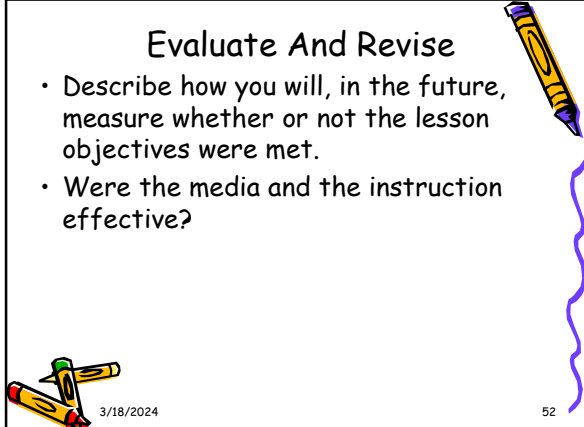
- In order to utilize materials correctly there are several steps to creating good student-centered instruction.
- Preview the material- Never use anything in class you haven't thoroughly checked out.
- Prepare the material- Make sure you have everything you need and that it all works.



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Evaluate And Revise

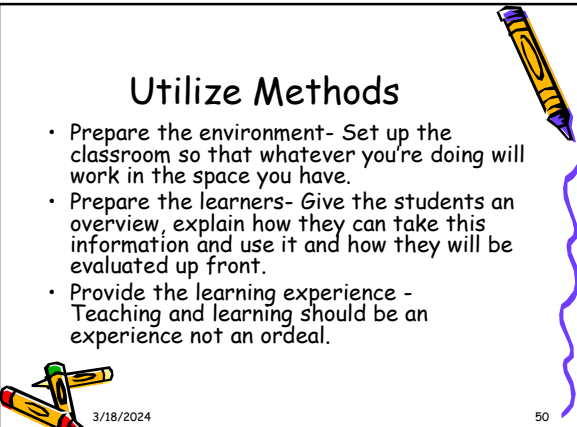
- Describe how you will, in the future, measure whether or not the lesson objectives were met.
- Were the media and the instruction effective?



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Utilize Methods

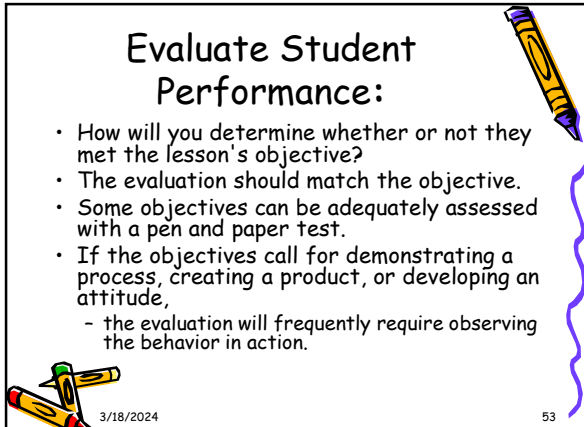
- Prepare the environment- Set up the classroom so that whatever you're doing will work in the space you have.
- Prepare the learners- Give the students an overview, explain how they can take this information and use it and how they will be evaluated up front.
- Provide the learning experience - Teaching and learning should be an experience not an ordeal.



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Evaluate Student Performance:

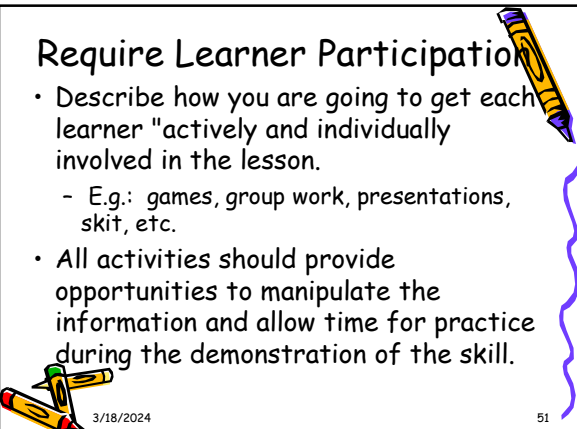
- How will you determine whether or not they met the lesson's objective?
- The evaluation should match the objective.
- Some objectives can be adequately assessed with a pen and paper test.
- If the objectives call for demonstrating a process, creating a product, or developing an attitude,
 - the evaluation will frequently require observing the behavior in action.



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Require Learner Participation

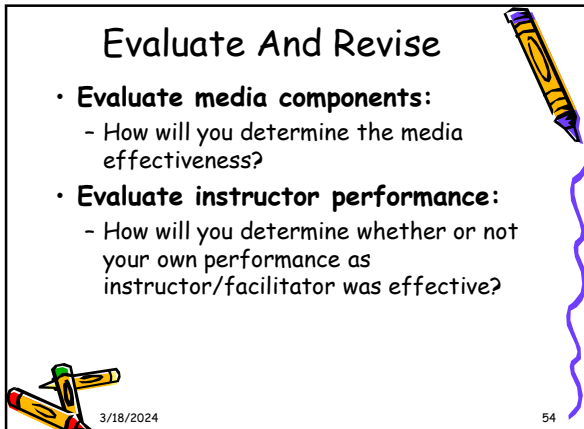
- Describe how you are going to get each learner "actively and individually involved in the lesson."
 - E.g.: games, group work, presentations, skit, etc.
- All activities should provide opportunities to manipulate the information and allow time for practice during the demonstration of the skill.



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Evaluate And Revise

- **Evaluate media components:**
 - How will you determine the media effectiveness?
- **Evaluate instructor performance:**
 - How will you determine whether or not your own performance as instructor/facilitator was effective?



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Questions



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The illustration shows two laptops on a dark blue background with a light blue globe. A red double-headed arrow connects the screens of the two laptops. The word 'Questions' is written above the illustration. There are also three colored pencils (yellow, green, and red) at the bottom left and a yellow pencil with a purple squiggly line at the top right.