Basic Concepts and types of EMT

• 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.

Types of Education Media

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

Types of Education 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.

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.

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
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.

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

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.

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)

Slide Projector

- It is used for projecting pictures from a transparent slide on a wall or screen.
- It helps in showing the magnified image of the slide.
- The slide is placed inverted into the slide carrier part of the slide projector
- The slide projector projects its erect image on the wall or screen by enlarging its dimension and making the vision more sharp and clear.
Uses of Slides
• Results in colorful, realistic, reproduction of original subject.
• Preparation with any camera for most uses.
• Easy to revise and up-date.
• Easily handled, stored and re-arranged for various uses.

Uses of O.H.P.
• The light passes through this transparency and then is reflected at 90° angle on the screen at the back of the speaker.

Uses of Slides
• Can be combined with tape narration or can control time for discussion.
• May be adapted to group or individual use

Uses of O.H.P
• It permits the teacher to stand in front of the class while using the projector,
  - thus enabling her to point out features appearing on the screen by pointing to the materials at the projector itself and
  - at the same time, to observe the students’ reactions to her discussion.
• Gains attention of the student.
• Flexibility and versatility

Overhead Projector (O.H.P.)
• The name ‘Overhead project’ comes from the fact that the projected image is behind and over the head of the speaker/teacher.
• In overhead projection, a transparent visual is placed on a horizontal stage on top of light source.

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.
**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

**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.

**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.

**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.

**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.
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

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.

Tips on using charts
• What makes a wall chart work?
  - Content?
  - Size?
  - Placement?

  And Many More

A model
• is a recognizable representation of a real thing three dimensionally, that is height, width, and depth is felt as reality.

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?

Use of Models
• Models heighten reality of things and make learning direct and meaningful as they are three dimensional.
• Models illustrate the application side of certain principles and laws.
• Models explain the complex and intricate operations in a simplified way and thus make comprehension easier.
Use of Models

- Models are lasting and ultimately work out to be cheaper teaching aids.
- Still models are easy to make with the help of discarded materials like empty boxes, pins, clips, nails, and clay.
- Models involve the use of all the five senses and thus make learning effective.

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.

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.

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.

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.

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.
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.

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.

Questions