

AIDS AND APPLICATIONS FOR EASIER LEARNING AND TEACHING

WELLINGTON J. NII DARKO

OUTLINE

- INTRODUCTION
- LEARNING AND TEACHING
- AIDS USED IN TEACHING AND LEARNING
- TYPES OF AIDS
- APPLICATIONS FOR EASIER LEARNING AND TEACHING
- IMPORTANCE OF TEACHING AND LEARNING AIDS
- CONCLUSION

INTRODUCTION

- learning and teaching sometimes challenging
- several approaches to make teaching and learning easier and effective
- aids inclusive in these approaches
- effective application of these aids to make teaching and learning easier

LEARNING

- process
- acquisition of knowledge, attitudes or skill
- through study, instruction or skill

TEACHING

- process
- undertaking ethical tasks
- induce learning

TEACHING AND LEARNING AIDS

- concrete materials- real life tools used in out-of-school settings,
- artificial material developed for educational purposes
- and games
- materials used by the student or the teacher to help in the processes of learning and teaching.
- examples include maps, prints, models, films, tape recorders etc

TYPES OF AIDS

- VISUAL
- AUDIO
- AUDIO-VISUAL

VISUAL AIDS

- utilises the sense of vision
- “seeing is believing”- adds visual aspect to presentation
- examples: actual objects, models, overhead projectors, whiteboards, pictures, flashcards etc.

AUDIO AIDS

- uses sense of hearing
- suited for teaching and learning languages and recorded historical events
- examples: tape recorders, compact discs (cd's), radio etc

AUDIO-VISUAL AIDS

- involves both senses of vision and hearing
- examples: television, film strips, film projectors

APPLICATIONS

- Chalkboard/ Whiteboard
- Flipcharts
- Overhead Projector/Transparencies
- PowerPoint
- Data Projectors/Smart Board
- Audiotapes/CDs
- Videotapes/DVDs
- Others

WHITE/ BLACKBOARD

- Get to the lecture hall early to make sure that the board has been cleaned.
- Bring your own chalk/markers and eraser.
- If you have problems with keeping your writing level, draw horizontal lines in advance using a pencil and metre stick.

WHITE/ BLACKBOARD

- Draw complex diagrams, charts, etc. in advance and cover with a piece of newsprint until needed.
- Stress the important points
- Summarize and reinforce key points

FLIPCHARTS

- When to USE:
- if electricity is unavailable,
- to enable students to illustrate group reports
- to provide a written record of points made by students

FLIPCHARTS

- Check the room and equipment beforehand.
- Get your own pad of newsprint.
- Write out important pages in advance.
- Don't put too much on a page.
- Carry a collection of felt-tip pens and check that they haven't dried out.

FLIPCHARTS

- Complicated or time consuming illustrations should be done ahead of time
- Do not walk with back to audience
- Writing should be legible
- Involve students
- If illustrations pre-drawn, staple 2 pages together, so cannot show through
- Write notes to self in pencil at edge – audience cannot see

OVERHEAD PROJECTORS

- Prepare complicated transparencies ahead of time, by hand, computer, printing, printer or photocopier
- Arrange in order – use something to keep in order – number them
- Cover unwanted portions until ready for audience to see
- Leave on long enough for audience to read, take notes, etc.
- Highlight/point-out key concepts
- Involve students

OVERHEAD PROJECTORS

- Focus Projector!
- Make sure font size is large enough to be readable
- Use non-permanent pens for spontaneous additions
- Highlight permanent parts with different colors
- Create on computer, etc.
- Use clip art or other graphics

OVERHEAD PROJECTORS

- Run through copy machine to put on transparency —make sure using right machine and blank transparencies
- Set machine at right length away from screen
- Do not use a full typewritten page —only bullets or outline type
- Draw as you go for best effect
- Turn off if not using —fan, light, etc. distracting

POWERPOINT

- Make certain that projector is focused
- Leave word slides on longer than action slides
- Use to reinforce and highlight
- Know how to change bulbs, troubleshoot, etc.

POWERPOINT

- Use colored background –darker for computer-generated slides –lights can be brighter in room
- Keep slides simple –should only take a moment to figure out what slide is about
- Use graphics and images when appropriate
- No more than seven to ten words to a line and seven lines to a slide

POWERPOINT

- Use short sentences and bullet lists –not complete sentences
- Use full screen
- Use colored background –darker for computer-generated slides –lights can be brighter in room
- Keep slides simple –should only take a moment to figure out what slide is about

POWERPOINT

- Use graphics and images when appropriate
- No more than seven to ten words to a line and seven lines to a slide
- Use short sentences and bullet lists –not complete sentences
- Make sure the screen and the image are large enough for all to see

POWERPOINT

- Have back up notes in case the slide projector or computer quit
- One idea per slide
- Charts and graphs are great
- No more than 3 colors per slide

AUDIO TAPES

- When to USE:
- Particularly suited for language learning, media studies, English literature, etc
- Valuable when referring to recorded historical events (e.g. Martin Luther King's "I have a dream" speech)
- Background music can also be played before class starts and during group activities

AUDIO TAPES

- Check the room and equipment beforehand.
- Can it be heard from the back of the room?
- Find the right spot on the tape/CD and queue it up in advance

AUDIO TAPES

- Don't play more than a few minutes of audio at one time
- Break up longer clips into segments, interspersed with discussion or other activities

VIDEO TAPES

- When to USE:
- Adds a dimension not available through audio alone -helps students to visualise
- Essential when illustrating things that are impractical to do in real life
- Particularly suited for language learning, media studies, engineering, etc
- Valuable when referring to recorded historical events

VIDEO TAPES

- Check equipment beforehand.
- Can images be seen from the back of the room?
- Queue up the tape in advance.
- Break viewing into short segments, interspersed with discussion or activities.

OTHERS

- real objects
- internet and e-mail
- electronic devices- computers, smart phones, tablet devices
- the teacher as an aid

IMPORTANCE

- Motivation
- Clarification
- Discouragement of Cramming
- Increase the Vocabulary
- Saves Time and Money
- Classroom Live and active
- Avoids Dullness
- Direct Experience

CONCLUSION

- powerful tools
- overcomes word-only communication
- meaningful representations of abstract ideas
- complements descriptions
- gives more accurate impression of a subject matter
- select to suit subject under discussion

thank you!

REFERENCES

- Lambert, N. M., & McCombs, B. L. (1998). *How students learn*. Washington, DC: American Psychological Association
- Gerlach, V. S. and Ely, D. P. (1971). *Teaching and media: a systematic approach*. Englewood Cliffs: Prentice-Hall.
- *How to Make and Use Visual Aids*. Voluntary Service Overseas, London, UK, 1997.
- Coppen H. (1969). *Aids to teaching and learning*. Oxford: Pergamon Press.
- Brown, J. W., Lewis, R. B. and Harclerod, F. F. (1977). *AV instruction: technology, media, and methods*. New York: McGraw-Hill.

REFERENCES

- McKay, H. & Tom, A. (1999). *Teaching Adult Second Language Learners*. Cambridge: Cambridge University Press.
- Bulgren, J.A., Deshler, D.D., Schumaker, J.B., & Lenz, B.K. (in press). The use and effectiveness of analogical instruction in diverse secondary content classrooms. *Journal of Educational Psychology*.
- Lestage A. *The use of audio-visual aids in education*. Extract from *UNESCO Chronicle*, November 1959
- Mayer, R. E., & Sims, V. K. (1994). For whom is a picture worth a thousand words? Extensions of a dual-coding theory of multimedia learning. *Journal of Educational Psychology*, 84, 389–401.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

REFERENCES

- <http://bsaifulbahri.hubpages.com/hub/Teaching-aids-in-teaching-and-learning-process>
- <http://madefrombali.hubpages.com/hub/Teaching-Aids>
- <http://vellur.hubpages.com/hub/Materials-and-Aids-for-Teaching>
- <http://dianelockridge.hubpages.com/hub/How-to-Use-Visual-Aids-Effectively-in-the-Classroom>
- <http://www.preservearticles.com/2011121918580/how-many-types-of-teaching-aids-are-used-in-modern-age-of-teaching.html>
- Dale E 1957. *Audio-visual Methods in Teaching*. 4th Edition, New York: Macmillan.