Course Name: Bachelors of Physical Education

Paper No. - IIIrd

Year : IInd (Part - I)

Topic : Use of audio visual aids

Topic No : Section (D)

Paper Name : Methods of Physical Education

Lecture No : 18

Title : Audio Visual Aids - II

Audio-Video Aids -II

Introduction

Hello and welcome to yet another module on physical education and today we will be discussing about the audio-visual aids in physical education training. The physical education training is a traditional process but the but the input given by the digital and the multimedia tools can certainly play a very positive role in in the process of imparting physical education training, let's have a look.

Now we discuss the SMART Boards which is latest Multimedia and Audiovisual tool for training students in the classroom.
Hardware arrangement of the white board.
Simply speaking, it can be described as a whiteboard displaying the image from the computer monitor with the surface operating as a giant touch screen. They vary in size and can be mobile or wall mounted. The set up can consist of a desk or ceiling mounted data projector and computer or can work on a totally integrated system as is the case for rear projection SMART Boards. The computer can then be controlled from the board itself by touching the SMART Board screen, either directly with your finger or one of the incorporated electronic pens. Now here you can see a wall mounted SMART Board and a roof mounted data projector.

And this shows the technology configuration in the Primary Science Room.

Now this Board technology enables the teacher and/or student to perform a range of functions.
The user can: write on the interactive whiteboard's large touch-sensitive surface with the electronic pen, drag-and-drop images or text,
• Interact in many ways such as pressing icons to hear pre-recorded sounds,
• engage with educational multimedia activities,
• watch simulations and view graphics,
• capture text or areas of screen and annotate with the pen,
• save notes, drawings or annotations for future use.

Saved information can be recalled for review and discussion at the end of the unit. It could also be loaded to the school website for student reference at home or to share the data with teacher
Colleagues.

Building up instructions for practical tasks

Young children are not able to take in several instructions at once; they require clear, step-by-step instructions.
A PowerPoint presentation or Flash animation can be used with the SMART Board whereby instructions are gradually revealed to children. This approach provides children with visual and
verbal cues to help them assimilate the procedure. An example of this application was used to guide children in the construction of mini worm farms.

Concluding lessons
Conclusions are a vital part of effective lessons but are frequently bypassed due to running out of time or lack of adequate planning. The SMART Board can be effectively used to conduct, short, focussed conclusions which result in ending the lesson on a 'high point' in the children's mind.

Assessment

The action research with kindergarten highlights the effectiveness of the SMART Board in assessing young children. The SMART Board makers have designed interactive activities that enable children to show their understanding of concepts and recall of experimental procedures without the need for highly

developed reading and writing skills. ESL students are able to complete such tasks whereas they previously would have struggled with pen and paper text based tasks.

Summative
Now we can see a child completing a summative assessment activity where they are asked to circle the living things and put a cross over the non-living things Whilst a range of uses have been found for the SMART Boards in kindergarten Science lessons, Junior School has revealed the following beneficial purposes and limitations.

Beneficial Purposes

Many beneficial purposes oi SMART Boards were perceived by teachers often relating to opportunities to elicit children's ideas and gain evidence for their level of conceptual or skills
development. For example: 'Allows children to classify visual images to show if they understand the similarities and differences between them or if they can relate what they have learnt in science to everyday experiences.

'focus children's attention on the practical task being explained, due to the increased
stimulus of visual, auditory and the ability to physically interact with the SBS'. Young children require little instruction to learn how to operate the SMART Board which may be a result of the
technological age where children are now growing up surrounded by technology and are familiar with hightech gadgets.

Further SMART Boards are seen as fun.

Digital book readers

Digital book readers are all the rage and with them comes the ability to more easily listen to books on the go. Their portable nature lends to getting in a chapter while at the doctor’s office or a few pages while waiting for your kids in the carpool lane. It’s a great trend to see happening because there are many benefits to listening to an audio book. Most of these benefits are not present

when simply reading the pages. With more and more companies involved in document imaging, we'll see an increase in options for audio books and an increase in these skills.

Increase in listening skills

It's no surprise that most people could benefit from having better listening skills. It's especially important to teach our children from a young age that when someone else is talking we should pay attention and comprehend the details. Listening to an audio book will naturally help this skill mature.

Increase vocabulary

This happens whether reading or listening, but when we both read and listen simultaneously it helps the word stick in our memory. So, when possible, follow along with a book while you are listening.

Improve word recognition skills

By seeing it written and hearing it, this skill once again develops at a greater pace. When we apply more than one sense while learning a new skill, we are more likely to maintain that skill. The same applies here and the next time we come across that word we will be more likely to recall its meaning.

Improve comprehension skills

It's one thing to simply listen, but quite another to comprehend what is being said.

If someone hears something, rather than just reading it, they show more comprehension when being tested. While listening they have a greater tendency to connect to the words and relate them to a life experience. This shows ultimate comprehension.

Teach the proper pronunciation of words.

Perhaps the most poignant of all benefits is the ability to hear how words are pronounced. We all know more words than we use in our vocabulary because we generally can understand context while reading, however, with the correct pronunciation we will be more likely to incorporate these new words in our conversations.

As has been stated, some of these skills are certainly developing when reading. At the same time, some of these skills will become latent if we only read and never listen.

Benefits

It is generally accepted that the best learning takes place when the greatest number of senses are stimulated. The use of devices or audio-visual materials will stimulate the greatest number of senses. For this reason, good teachers have always used devices or audio-visual materials. A device is any means, other than the subject-matter to the learner. A device is an incentive introduced into the method of teaching for the purpose of stimulating the pupil and developing understanding through experiencing. The basis for all learning is experience, and usually the most effective type of learning is gained by concrete, direct, first-hand experience.

Teachers are often unable to give pupils first-hand experiences and resort to the written and oral use of words. The experienced teacher, however, realizes that the use of words alone cannot and will not, provide vivid learning experience.

Good teachers are constantly on the alert for methods and devices that will make learning meaningful. With the wise selection and use of a variety of instructional
devices or audio-visual materials, experiences can be provided that will develop understanding.

In directing the learning of the pupils through normal activities, the teacher will find that visual or audio-visual materials are used very extensively, Since the seventeenth century, when Comenius produced the Orbis Pictus, the extent to which teachers have been turning to visual materials as instructional aids has been increasing. Likewise, Rousseau stressed the value of visual education in his book, Emile.

Object-teaching and object-lesson were also emphasized by Pestalozzi. Dr. Sheldon of the Oswega Normal School in Canada introduced the idea into the United States. The experience of the American Army during the last world war showed the educational importance of devices such as movies, film-strips, the radio, and other pictorial materials for educational purposes.

The Army contrived devices that served well to awaken interest. Our society today is blessed with modern trends of communication. Never before have teachers possessed materials which will allow their pupils or students so completely to relive the past, visit foreign lands, hear speeches of the world's

great men and women, or view planets of outer space.

These modern media are among the tools the modern teachers utilize in promoting growth and development of the pupils. The number of devices that may be employed in teaching any subject will depend upon the nature of the subject-matter and the resourcefulness of the teacher. Psychologists have long recognized the importance of concrete illustration in teaching. Devices whether visual or audio-visual materials, are valuable in the learning-teaching processes because they stimulate interest and make possible the enrichment of the pupil's experience.

It is generally admitted by educators that some people are able to comprehend abstractly, while others are more dependent upon concrete materials as aids to thought. It has been generally recognized that the more brilliant the individual is, the greater is his power for abstract thought; the lower the mentality, the greater is the dependence upon visual imagery as a medium of thought.

Recent studies show that the average and dull pupils need the use of material devices more than the bright pupils. The modern pupil is literally surrounded with endless streams of aids to his learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.

Television also offers great possibilities for use in the classroom. This situation grows out of the demands for an enriched and diversified curriculum and of the urge to vitalize instruction by providing a broader background of experience for the pupils and means of adjusting learning to the differences in interest and aptitudes of children.

Objectives of Using AV Aids

1. To challenge the attention of the pupils:

The teacher who uses devices can usually maintain the full attention of the class. This is generally true in the lower grades. Devices should never be used by the teacher as mere attractions. Exposure to visual or audio-visual material and nothing more is not educative.

2. To stimulate the imagination and develop the mental imagery of the pupils:

Devices stimulate the imagination, of the pupils. Mental imagery can be used as a vehicle of thought and as a means of clarifying ideas.

3. To facilitate the understanding of the pupils:

The most widely accepted use of devices, whether visual or audio-visual, is its use in aiding understanding. Learning can be sped up by using models, movies, filmstrips, and pictorial material to supplement textbooks. Material devices give significance and colour to the idea presented by the teacher. Abstract ideas can be made concrete in the minds of the pupils by the use of devices. Diagrams and graphs, for example, are very useful in developing understanding in social studies and in mathematics. The graph is a good device in representing mathematical facts.

4. To provide incentive for action:

The use of devices, such as pictures and objects, arouses emotion and incites the individual to action. The teacher must select the right kind of device to excite the pupils to worthwhile intellectual activity. Asking the pupils to collect pictures representing water, air, land transportation wilt stimulates them to action. For example, asking the pupil to collect pictures.

5. To develop the ability to listen:

The ability to listen can be developed best through the use of audio-visual materials. It is also the responsibility of the school, to provide training for our pupils to be good listeners. Training in the art of listening is one of the aims of audio-visual education.

Conclusion

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It is clear that audio visual aids are important tools for teaching learning processes. It helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. Use of audio visual aids improves students' critical and analytical thinking. It helps to remove abstract concepts through visual presentation. However, improper and unplanned use of these aids can have negative effect on the learning outcome. Therefore, teachers should be well trained through in-service training to maximize the benefits of using these aids. The curriculum should be designed such that there are options to activity based learning through audio-visual aids. In addition, government should fund resources to purchase audio-visual aids in schools.

So in this episode we have discussed a lot about different types of audio-visual aids which can be used for imparting physical education training and which can add a lot of cutting edge to the training and the education process. I hope the information provided was of some use to you all of you, thank you so much for watching.