ROLE OF AUDIO –VISUAL AIDS IN DISTANCE EDUCATION.

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Abstract:

In educational planning today, a move to words an 'open' educational system is simultaneous with a proposal in induct the new media into the teaching programmes newly-initiated distance education programmes thus tend to begin with a series of consultations between educationists and professional media personal and as an education it's who has been using the new media for some years of careful planning that must go into the production of educational software : into the selection and of mode of presentation script writers and producers. Intriguingly, the same two divergent themes may be detected in reports of projects around the world, which have used the new media for distance education. (since these are reports after the event, the differences will be seen to occur between projects rather than within projects intriguingly(again), there is a familiar failure of articulation of the premises about media and education which must underline the opposing themes:

i)   The media provide a technological tool for substituting for or extending the reach of the traditional education system (chalk and talk, book and exam)

ii)   The media provide the opportunity and the occasion for the induction of educational reform (education as experience, learning as opposed to teaching, and so on.)

Keywords: - Education, Teaching, Media.

Points to be kept in mind in planning and selection of audio-visual aids.

1. Decide what is to be communicated and why it is important to communicate
2. Outline the subject matter point; and
3. Visualize the key points in the outline.

Once these three things have been thought about, the following points may be considered while planning or selecting audio visual aids It should be realized that here is no such thing like a best teaching aid. The situation determines which teaching aid should be chosen. For this, the educator must be familiar with the different teaching aids available, so she can decide which aid to choose.

I shall include in my study the following distance education programmes.

➢ The radio and Television University of the Divison of post-graduate extension studies, university of New South Wales, Australia.
➢ The distance training package of the institute of chartered accountants in England and Wales.
➢ The open university of Britain.

The teaching objectives will also determine the kind of aid to be used which could be.

➢ Learning a new skill or improving and old method;

➢ Gaining information and increasing knowledge and
➢ Change in attitude.

Benefits of using audio and video in teaching.

Having audio and video available to your students can support their learning in the following ways. It:

• provides diverse teaching techniques for learning

• gives the teacher a voice – this can reduce the feeling of isolation for cloud based students, but also helps located students feel connected

• can be used to simplify and explain complex problems

• can allow students to access the learning materials as often as required

• allows students to learn at their own pace, with instant playback, rewind and pause

• reduces frequently asked questions from students

• can be re-used.

Guidelines for Incorporating Audio Technologies in Distance Education.

1. Distribute visual materials in advance to participants: If an audio conference is scheduled, efforts should be made to produce handout or other visual materials that might be of use during the presentation. These materials should be distributed to all well in advance.

2. Encourage Interaction: In an audio conference, programs should encourage social interaction among participants and instruction. This interaction should be built into the format.

3. Record Audio Conferences on Audio tape: It is necessary to record all proceedings or activities at the conference on audio tape due to ease of operation. These records should be distributed to participants and even those who were unable to participate in the conference and those who may like to review the content.

4. Get to know your students: It is necessary to get to know your students by visiting remote sites or exchange photographs and or video tapes.

Limitations of Audio Technology in Distance Education.

Audio technologies are faced with some inherent challenges and problems. Kawatra (2008) observed that distance learning has some inherent challenges which include the followings:

1. Technological limitations: This limitation is related to the company product. The quality, supplies and other legal rights associated with the company may act as an impediment to the availability, use of the audio materials.

2. Skills: Audio technology application to distance education has some implication to the students. Using these tools require the need for training on the part of the users (students).

3. Physical strains: The use of audio technology in distance education causes some health challenges such as head ache, back ache, eye pains.

4. Lack of feedbacks and social interaction associated with formal schooling.

Creating a welcome message or weekly updates.

Keeping in touch with your students is an important factor in student motivation. Both audio and video, in the form of regular 'podcasts' or 'vodcasts' can be used to promote student–teacher interaction. They can be used

to: introduce new topics; link to relevant news items; provide information about assessments and information about progress within the unit. Start by recording a 'Welcome' message, introducing yourself; welcoming students to the course; providing tips for getting started; and informing students how to access resources. Adding a weekly update keeps the conversation going.

Regular audio or video messages for students can be made in a number of ways. In this module, we make some recommendations for methods that are commonly used. We have tried to identify the simplest options that exist. As technology is changing all the time, you may prefer to use another method however the basic principles of getting good quality recordings are still the same.

On the following pages, we describe four options for creating your welcome message/weekly update using audio and video.

• Option 1: Recording audio

• Option 2: Recording video with a webcam

• Option 3: Recording with a video camera

• Option 4: Recording a screen capture with audio and video.

Using audio and video everyday.

As we continue to increase our use of audio and video in teaching online, it is good to have some ways to reduce the time demands of creating content. A list of suggestions for supporting the creation of audio and video is below:

• Start using technology in teaching every day. It will become second nature.

• Continually experiment with new apps and devices.

• Capture as much content as you can. Record lectures, guest speakers, tutorials. Get students to record their class work and document assignment tasks. Pre-arrange events and guests for each trimester.

• Encourage your colleagues to attend Teaching Development professional development sessions regularly (to see a list of PD sessions, please view the Event Registration System100).

• Use the resources available at Deakin to support audio and video production.

The subject matter:

The subject matter to be taught, e.g. a subject on nutrition may be taught better by demonstration whereas something like what makes a good leader could be taught by use of role play, dramatization or a film.

Nature of the receiver:

The following points about the receiver should be kept in mind

➢ Age of the receiver

➢ Interests of the receiver

➢ Educational level of the receiver.

➢ Experience or knowledge

➢ Intelligence of the receiver

Resources:

While selecting an aid, we have to see our resources of finance or equipments and faculties for making and using them e.g.; a slide show may be very suitable for a rural welfare programme.

Similarly, we may have projectors and films but may not have electricity or generator for films but may not have electricity or a generator for a film show in a village.

Communicator:
The educator who is actually going to use the teaching aid has to be kept in mind while selecting audio-visual aids, e.g. a village women may not be familiar with the use of projector and, therefore, may not able to handle slide or film show. Thus both these audio-visuals cannot be used by her.

Audience size:
The audience size will determine the type of teaching aid that will be most suitable, e.g. a demonstration may be suitable only for group of 20-30 people, beyond which slider or motion pictures may have to be used.

Easy to see:
Aid must be easy to see to be effective. The visuals must be large enough to be seen by each member of the audience without any obstruction.

Easy to understand:
The language used should be simple, local and easy to understand. Familiar objectives should be presented to the audience. It may be adapted according to the local culture.

Time place:
It is important to choose the right time and place for displaying the audio-visuals also so that they can be most effective.

Important points to be kept in mind while audio-visuals.:
➢ Planning has to be done in advance about the audio-visuals to be used, the time and place of presentation. This helps to anticipate problems and avoid them.
➢ It should be made sure that the teaching is suitable for the size of the audience and also for the topic being delivered.
➢ A rehearsing should be done in to make a smooth presentation
➢ Comfortable place should be provided for the audience, as well as the communicator. It should be properly illuminated, ventilated with proper seating arrangement. Also, there should be no noise from outside.
➢ The aids should be arranged in a sequence from where they can be reached conveniently
➢ The language used by the communicator should be local and simple, i.e., at the level of the understanding of the audience.
➢ The communicator should stand beside the aid and not in front of it.
➢ The communicator should talk to the audience and not to the aids.
➢ All unrelated material should be removed form the room to prevent any distractions.

Summary of advantages:
Other important advantages of using audio cassettes for distance education are as follows:

➢ The eye can focus on printed materials while being guided by the audio cassette (pedagogical)

➢ A learners hands are free to perform activates while listening to the audio cassette(pedagogical)

➢ The record/play back hardware for audio cassettes is often much easier to operate than video equipment, and computer software and hardware(accessibility)

➢ To give information about large and complicated machine many machines and industries are too complicated to be understood. So T.V. programs. Photographs, films charts etc. can help in such situation.

➢ To present exotic materials: This can be done by photography, paintings, diagrams projectors, transparencies, film, strips, and models. T.V. etc. pupils can be given understanding about different materials in distant places.

➢ To present information about inaccessible places in the region in such instances photographs, films and T.V .programs act as effective aids to give information to the pupils.

➢ To summaries a series of observation often a filed a suitable film present a quick summary of things observed.

➢ To present information about microscopic materials: charts, models. Transparencies information about microscopic material such as microorganism.

The most reassuring aspect of the open university's approach to media is that along with the results (in terms, e.g. of course design and software)   of a consciously 'reformist' policy, they seen to desire, as a bonus almost, the results one would expect form an 'instrumental' programme. More than one reference may this be found to the role that broadcasting plays in building up 'the corporate feeling of a University.

"Broadcasting is also essential to break down the isolation of the student. Many students never attend tutorials (at the study centers)…many of them value the opportunity to see and hear their professors, and seeing them- often nervous and awkward-before the television camera makes more human and personal what would otherwise be a very remote and impersonal teaching situation..For instance, there is a strong feeling in the mathematics faculty that without the support given by television the dropout rate would be much higher. The assumption is that the television programmes assist the students' understanding and lead to quicker assimilation of material, and, at the same time give students the psychological boost of feeling that they belong to an organization with real people, however, remote or distant these may be physically" (A.Bates).

Classification of Technologies in Distance Education.
1. First Generation: the pre-computer age model.
a. Print
b. Board

2. Second Generation: The Multimedia Model.
a. Print

b. Board

c. Audiotape

d. Video

e. Computer-Based learning (e.g.CML/CAL)

f. Interactive video (desk and tapes)

3. Third Generation: The tele-learning model.
a. Audio conferencing

b. Video conferencing

c. Audio graphic communication

d. Board cast TV/Radio+Audiotele conferencing.

4. Fourth Generation: The Flexible learning model
a. Interactive Multimedia (mm, CD Rom)
b. Computer mediated communication (CMC) e.g. e-mail, GSM, etc.)

Conclusion:

This is strong recommendation indeed, coming as it does from a premier user of the media with a 'reformist' orientation, for a frankly 'instrumental' utilization of audio-visual aids in distance education-in the preliminary stages, at least. I must conclude as I began, by stressing that the virtue is not in the choice of one orientation over the other, but in recognizing the choice and making a clear commitment to one of the alternatives. There is time yet for us to decide on an instrumentalist use of the media for distance education courses which have a prescribed syllabus and a set of enrolled students working towards a formal degree (etc.). This use of the media in such courses will allow us to see its use in instances such as the *countrywide classroom* in better perspective. In the latter case, the audience is truly 'open': there is no set syllabus and none of the policy statement I am familiar with will go beyond setting up the general, broad goals characteristic of a 'liberal' education. Here then, we have the opportunity- indeed, the responsibility- of setting education into its broader context: of indication more clearly and creatively the interdependence of many of the spheres of our knowledge, the excitement of discovery, the logic of science, the recycling of concepts… the challenge of making the *countrywide classroom live* up to its name is a large one. The merest acquaintance with the experience of the Open University shows that even when the goals are clearly articulated and the academic / administrative structures set up with the greatest care, the results may yet fall short of expectations. In the absence of some elementary preliminary thought and planning, then, there is little to hope from our UGC programme, once its novelty wears off. We shall have failed very badly in our tasks if a satellite, which is the outcome of some of the best in our systems of knowledge, seems only to reinforce the current narrow, compartmentalized, and career-oriented approach to knowledge.

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