

# **EFFECTIVE USE OF TEACHING MEDIA**

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# Learning Outcomes

By the end of this session, you should be able to:

- Choose the most **appropriate** visual aid for your purpose and context.
- Use all the teaching aid **effectively**.
- Discuss the **advantages and disadvantages** of other media.

# The Cone of Learning

After 2 weeks,

we tend to remember ...

*I see and I forget.*

*I hear and I remember.*

*I do and I understand.*

— Confucius



Source: Edgar Dale (1969)

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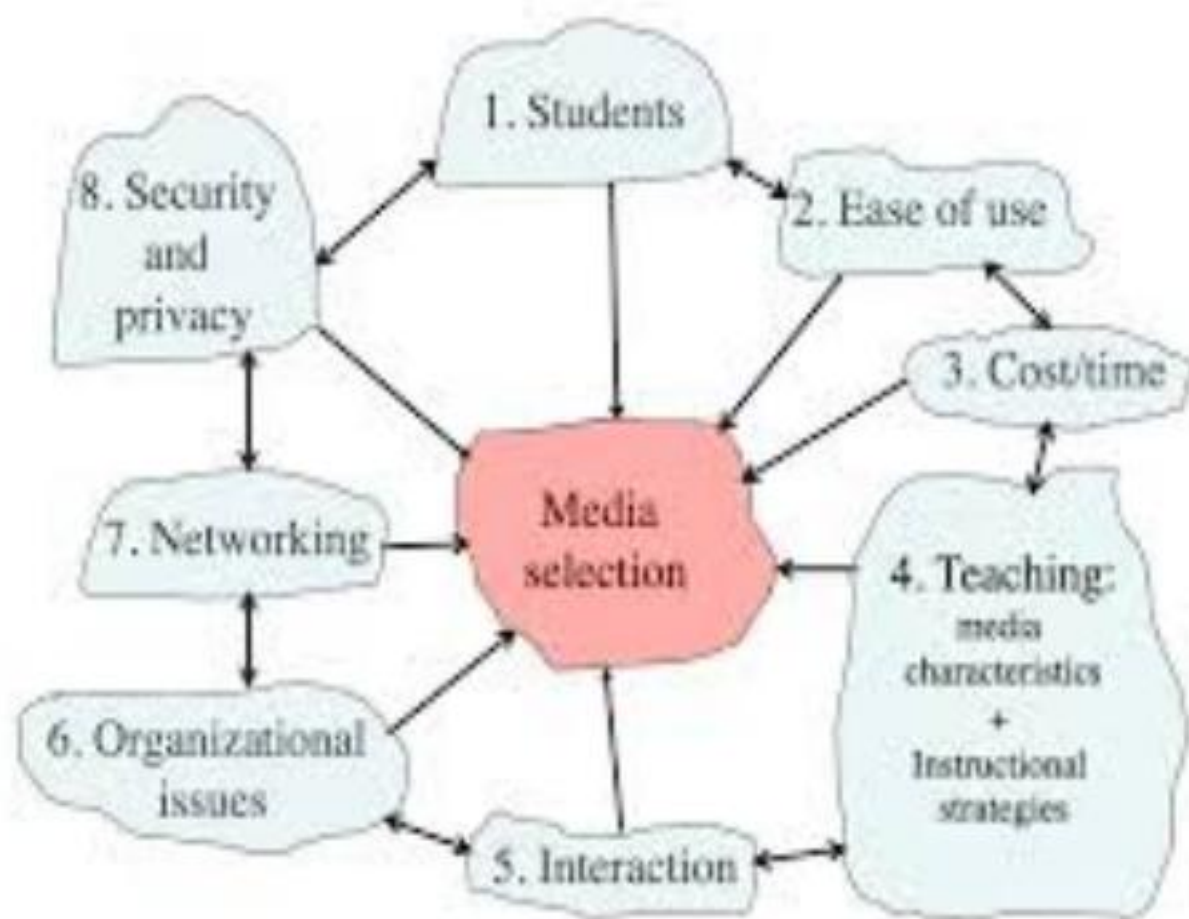
## Selecting Media



**Media**  
transports the  
learning content  
to the learners

# Why use Teaching Aids?

- . **reinforce** what you are saying and summarize key concepts,
- . signal what is **important/essential**,
- . **enable** students to **visualize or experience** something that is impractical to see or do in real life,
- . engage or stimulate students' **other senses** in the learning process,
- . **facilitate different** learning styles.



# Chalkboard/Whiteboard



# Overhead Projector/Transparencies











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- Audiotapes
- videotapes



# Basic guidelines to use the OHP

- Leave margin of **½ inch to ¾ inch** free on all sides
- Use 6 to 8 words in a line and **8-10 lines** in a transparency
- Use **one topic** for each transparency
- Use **simple words or keywords** rather than sentences
- **Bullet or numbered points** preferred
- **yellow or green** should be avoided for writing
- **spacing** between sentences
- Limit use of **punctuation** marks

# Guidelines for Printed OHP sheets

- **Avoid too much uppercase text**
- For emphasis, use **bold** or underlining
- Sans serif fonts preferred
  - Times New Roman
  - Arial
  - Comic Sans
- Size - 28 pt

# POWER POINT PRESENTATION



# Ground rules for preparing PP

- Use slide ware to **illustrate and enhance**, not duplicate verbal material.
- Plan for a maximum of **1 slide for every 1½ – 2 minutes** of lecture.
- Relevant detail in **charts and graphs** must be **readable** from the back of the hall.

# Ground rules for preparing PP

- Keep text **slides simple**.
- **San serif fonts** are most readable
- Font size more than **24 point**
- Maximum of **six text lines, six words per line**.

# Ground rules for preparing PP

- **Don't read** the slides – let the audience do that.
- **Face and talk** to the audience, not the screen.
- Use **laser pointers minimally** – they require you to face the slide
- **Text animation often distracts** and detracts – use minimally if at all.

# Ground rules for preparing PP

## To Highlight Use

- **bold**
- underline
- UPPERCASE  
or
- *Italics*

# Use animation & sound effects sparingly

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- Color matching
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Avoid color mismatch



**AVOID PATTERNED BACKGROUND**

# Guidelines for chalk and board

- Write **learning objectives** of the session/class in one **corner of the board**. Mark tick as and when you finish each objective.
- **Letter size legible** so that it is clear even to the last row of the class
- **Posture** – avoid showing back to the audience
- **Color**



# FAMILIAR ????



# MICROTEACHING

Dr Vidya S Joshi  
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VIMS &RC

# LEARNING OBJECTIVES

By the end of this presentation you should be able to:

1. State the *need* for microteaching
2. Describe the *process* of a microteaching session
3. List the important *teaching skills*
4. Draw the microteaching *cycle*
5. Outline the process of giving *feedback*

# LEARNING TO TEACH

- No formal training
- Observation
- Trial and error.....!

**DO WE NEED TO IMPROVE OUR  
TEACHING SKILLS ?????**

# What is Microteaching?

- Method of *improving* teaching skills
- Originated at Stanford University in 1961. Named so by *Allen* and his group in **1963**
- *Scaled down* teaching encounter
- Designed to *develop* new skills
- *Refine* existing ones

# How is it scaled down?

- Limited *time* (5-10 min)
- Limited *content*
- Small number of *pupils* (4-10)
- Usually concentrating on *few skills*.

# Skills

- Set induction
- Planning
- Presentation
- Pupil participation
- Use of AV aids
- Closure



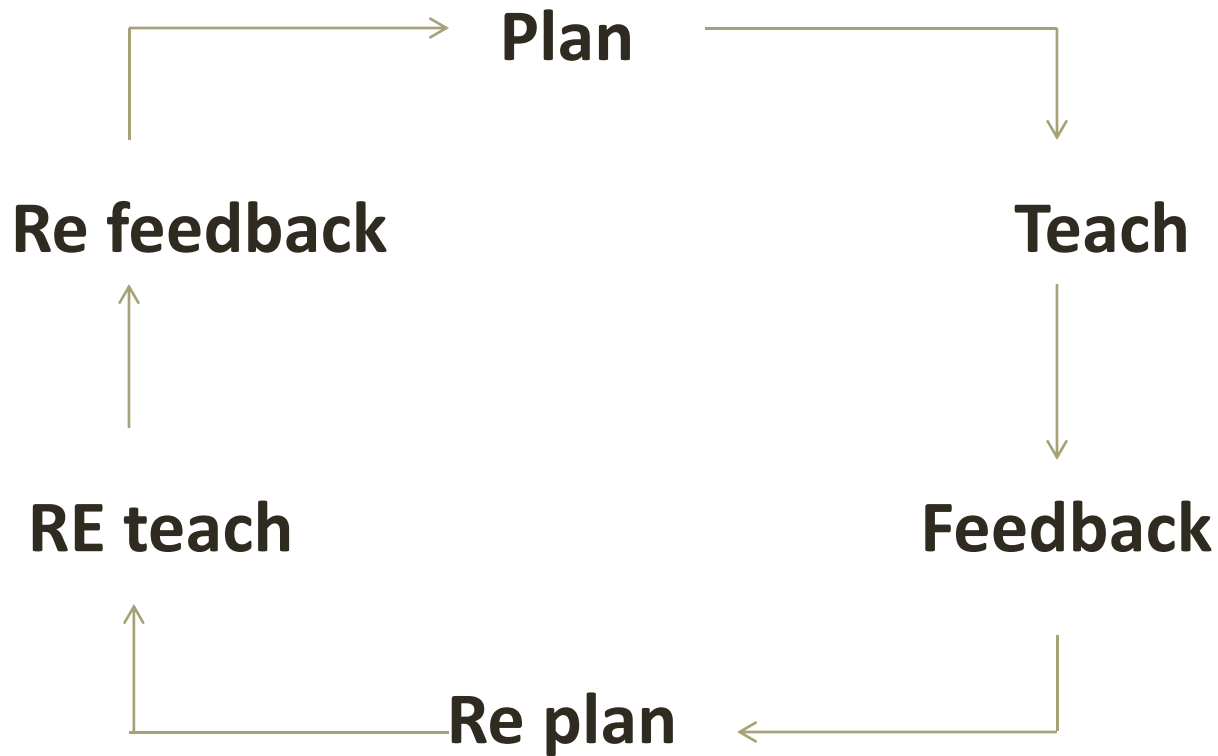
# Microteaching session

- Groups of participants
- ***Each group*** – participants, supervisor, students
- In each group:
  1. each participant ***presents*** a ***topic*** (5 minutes)
  2. ***feedback*** by peers, supervisor and students
  3. discussion

# Choosing a Topic

- ***Relevant*** to your discipline
- ***Narrow*** and small-scale
- Aimed at ***appropriate level***
- Appropriate for ***interactive*** learning

# Microteaching Cycle



# Feedback

- Who is given feedback?
- By whom?
- How?

## MICRO TEACHING

# MICRO-LESSON: PEERS / PEER STUDENTS OBSERVATION SHEET Feedback form

Directions: Please check (✓) the statement, which most closely corresponds to your observation

Name of Teacher \_\_\_\_\_ Skill(s) practiced \_\_\_\_\_

Skill	Teacher's action	Yes	To some extent	No
1. Set induction	1.1 Aroused interest in the beginning by relation to previous learning, throwing a new idea, questioning, etc.			
	1.2 Specified the objectives of presentation			
2. Planning	2.1 Organized material in a logical sequence			
	2.2 Used relevant content matter			
3. Presentation	3.1 Changed the pace of presentation by Shifting emphasis, joke, etc.			
	3.2 Used specific example to illustrate main Ideas			
	3.3 Used non-verbal cues, eye contact, etc.			
4. Pupil participation	4.1 Allowed questions from students			
	4.2 Asked questions			
	4.3 Solicited/Raised questions			
	4.4 Rewarded pupil effort			
5. Use of AV aids	5.1 Used proper AV aids			
	5.2 Used the aid(s) effectively			
6. Closure	6.1 Summarized most important points at the end of the session			
7. Lesson on the whole was effective				

# Feedback

- ***Descriptive***, rather than evaluative
- ***Specific***, rather than general
- Focuses on ***behavior***, rather than person
- Behavior that receiver can ***modify***
- ***Clear*** communication ensured

# SUMMARY

- **Microteaching** – method for improving teaching skills
- 
- **Scaled down** teaching encounter
- **Microteaching cycle** – teach, feedback, re-teach
- 
- **Topic** – needs to be chosen carefully
- **Feedback** on well defined skills in non-threatening atmosphere

- **DIVISION FOR MICROTEACHING WILL BE PUT ON THE NOTICE BOARD TOMORROW MORNING.**
- **Time : 9:00 AM**



THANK YOU