



Effective Implementation of Audio Visual Materials

Many times the lesson plans left by a permanent teacher will include the presentation of audio visual materials such as videos or filmstrips. While audio visual presentations do not thoroughly captivate students as they once did, they can still be an effective means of presenting content material. The key to encouraging learning during the presentation is to involve students as active, rather than passive, viewers. Listed below are five strategies for involving students and conducting effective audio visual presentations.

Keep the Lights On

A darkened classroom is an invitation for problems. As it dulls your mental alertness, it will embolden students to try and get away with things they would never attempt in the light. A well-lit classroom is consistent with the traditional learning environment and makes it possible for students to take notes or complete assignments concurrent with the presentation.

Stand in the Back

Another critical aspect of audio visual presentations is what you as the teacher are doing. The students' job is to watch the presentation, your job is to monitor student behavior and learning during the presentation. Sitting behind the teacher's desk correcting papers or reading a book is not an effective means of doing this. Consider standing at the back of the room. Because you are already on your feet, you can easily move to problem areas in the classroom and, with proximity, stop problems before they start. By positioning yourself behind the students, they cannot see if you are paying attention directly to them; therefore, they must assume that you are and behave accordingly.

K-W-L

Use individual K-W-L charts such as the one found on page 46. Before the presentation, have students complete the first two columns indicating what they already know about the topic and what they think they will learn. As the video or filmstrip is presented, students write down information they are learning in the third column. After the

presentation, have students share what they listed in the third column to create a comprehensive class list of the information that was presented.

Concept Mapping

Assign students to take notes during the presentation in the form of concept maps. Start by listing the topic of the video or filmstrip in the center of the page. As the presentation progresses, they should jot down key words and bits of information they are learning (see the example of a concept map on page 42). At the end of the presentation, have students turn in their concept maps for teacher evaluation or give a short test on the information, allowing students to refer to the concept maps they constructed.

Question Exchange

Either during or after the presentation, have students write three questions that meet the following two criteria:

1. the answer to the question must have been given during the presentation,
2. the student writing the question must know the answer.

At the conclusion of the presentation, students exchange questions and try to answer them.