

Let's Learn How

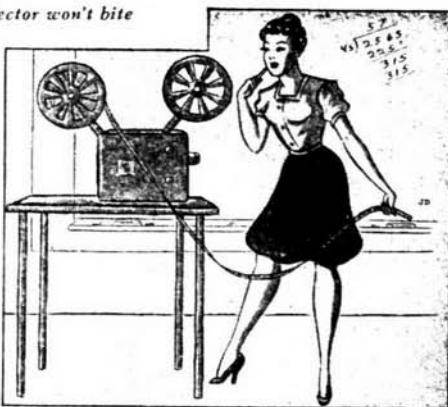
AMO DeBERNARDIS

WHAT IS SO DIFFERENT about audio-visual aids that their use must be given special attention? To begin with, we can agree that the problems of planning, selection, presentation, and evaluation are common to all teaching whether or not it involves teaching aids. Audio-visual materials, however, may present new problems for the teacher because:

1. Many teachers shy away from using audio-visual aids because they are new and different.
2. The teacher may lack confidence in her ability to operate the equipment involved.
3. The teacher may over emphasize the importance of audio-visual aids due to pressure, popularized articles, and exaggerated claims of miraculous results; or she may be using aids because "it's the thing to do."

In order that she may understand the proper relationship and function of these aids in her instructional program, the teacher must be given help in their use. How effectively the aid will be used is

Here is a practical how-to-do-it article on audio-visual aids with particular emphasis on helping teachers to use learning aids. Outlining briefly the major problems in developing an audio-visual program, the author continues with a number of suggestions for assuring more effective use of learning materials. Amo DeBernardis, now a lieutenant in the U. S. Navy Reserve, is on leave from Portland (Ore.) Public Schools where he is supervisor of audio-visual aids. The cartoons are by Jerry Dvorak, Sp (X)2c, U.S.N.R., who is attached to the Audio-Visual Aids Section of the Naval Training Station in Norfolk, Va., where Lieut. DeBernardis is officer-in-charge.



dependent upon her attitude, her point of view, and her actions. Proper attitudes can be developed by giving the teacher a definite part in selection, utilization, and evaluation of the aids. Definite action must be taken to gain and hold teacher confidence. If the audio-visual program is to be successful, the teacher must have confidence in (a) the program, (b) the aid itself, and (c) the supervisor.

A well-organized program for helping teachers must consider these points:

1. *Centralize materials.* No matter how small or how large the system, some central place must be provided for housing training aids. Aids must be classified and housed in such a manner that the teacher can locate materials easily.

2. *Catalog materials.* The list, catalog, or handbook of aids must be complete, up to date, looseleaf, cross-referenced, attractive, and in the hands of as many teachers as finances permit.



3. Provide for efficient distribution. If teachers are unable to get equipment and materials when needed, they cannot do a good job of utilization. The quickest way to lose teacher confidence in the program is to have ineffective, undependable distribution.

4. Train teachers in the use of equipment. Teachers should be trained to use audio-visual aids equipment in order (a) to overcome the teachers' fear of the machinery involved, (b) to free them from dependence upon an operator. Any teacher can and should know how to operate the equipment.

5. Service audio-visual aids equipment and materials. No one likes to be embarrassed in front of a class because the projector belt is broken, the film has not been properly rewound, or because of some other mechanical difficulty. The equipment and materials must always be in a good state of repair if teachers are expected to use them as teaching tools and not as incidental materials. Definite provision must be made to check and service the equipment and materials at regular intervals.

6. Arrange for building conferences. The teachers of a particular building should be brought together to discuss the specific problems of that group. Sample topics that can be discussed profitably are: Services Offered by Audio-Visual Aids, Utilization of the Aids, Training of the Operators, Evaluation of Aids, and New Developments. These meetings offer a supervisor an excellent opportunity to es-

tablish rapport and build teacher confidence in the training aids program.

7. Establish preview committees. There

is perhaps no better way to make the teacher feel that she has a part in planning the program than to have her serve on a preview committee. All teachers should serve at some time on these committees.

Evaluation forms should be developed cooperatively by teachers and supervisors and used as a basis for evaluation and selection of new aids. Since teachers are the persons best qualified to evaluate and select training aids, their judgment must be considered in purchasing new aids.

8. Train student operators. A valuable help to the teacher is a student operator who takes care of setting up and operating equipment. Proper training of these operators is important. They must be impressed with the importance and responsibilities of their jobs. An operators' club with the coordinator as an advisor provides a valuable outlet for interested students and, at the same time, contributes a service to the school.

9. Select audio-visual aids coordinators. Principals and teachers should be encouraged to appoint an audio-visual aids coordinator for each building. This teacher provides a valuable link between the central office and the teachers by informing them of new materials, how to obtain aids, and schedule equipment. The coordinator can also do a great deal to help teachers with specific problems concerning the use of aids in the classroom.

10. Develop audio-visual aids bulletins.



A well-planned bulletin on audio-visual aids will be of great value in keeping teachers up to date on the developments in the field and new aids acquired. Suggestions for use and good practices can be presented to all teachers through the bulletin. The bulletin must be attractive, well planned, brief, and helpful if it is to effect better utilization of aids.

11. *"Cultivate" curriculum workshops.* In the past few years many schools have developed curriculum workshops. These workshops provide a splendid opportunity for helping teachers to fit audio-visual aids into their instructional units when they are actively engaged in the problem of developing units of instruction. Lists of aids, evaluation of aids, previews of new aids—all can help the teachers to plan for better use. "Sow the seeds while the ground's being turned!"

12. *Encourage evaluation.* The question "How am I doing?" is one asked by all teachers. The teacher must be helped in finding out how much the aids are contributing to her instruction. Only by con-

stant evaluation and analysis can the teacher make progress in the effective use of audio-visual aids.

13. *Help the teacher in the classroom.* Just as the teacher is the key in the teaching situation, so the supervisor is the key in developing confidence in the program. The supervisor must be enthusiastic, personable, sincere, competent, and willing to help if he is to be welcomed into the classroom. Once this spirit of mutual confidence is established, it is in the classroom that the supervisor can best determine the effectiveness of the program and give definite suggestions for better utilization.

These considerations are basic in developing a successful in-service program to help teachers make the best use of audio-visual aids. It must be remembered that these aids will perform no miracles for the teacher; yet, if properly used, they can make instruction more dynamic, real, meaningful, and interesting. In the final analysis it will be the teacher who determines the effectiveness of the aid. It is up to the supervisor to give her every help.

What Happens to Johnny Jones

Introduction to the Army is a forty-minute Army Training Film which shows what happens to Johnny Jones, a typical American 18-year-old, from the time he receives his "Greetings" from the President until he completes his basic training. This film was prepared largely at the request of educators desiring some effective means of preparing their students for the adjustments they must make to Army life.

The picture does not attempt to glamorize Army life—nor to make it ridiculous. It simply attempts to show the potential inductee what is likely to happen to him after he enters the Army; to answer questions which have been vexing him about Army procedures; to dispel any ideas he may have that Army life is a "lark" but to reassure him that it is not so tough that he can't take it.

Schools may obtain information concerning availability of *Introduction to the Army* (TF 21-2067) from the pre-induction training officer in their service command headquarters.

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