

The main advantages of visual aids

- *They gain attention.* You cannot teach without the attention of your students, no matter how carefully prepared your lesson may be. A new picture on a screen is difficult to ignore – a new sentence in a speech is not.

Gaining attention in the age of television and computer games is not easy, and we need all the help we can get! Moreover, while the student is looking at your visual aid, he or she is not distracted by competing visual stimuli – the view out of the window,

Ed 107 (III)

ဗျာဓိဝေဒနာကုသလသောနာမနာ. ဇာနည်ကျေးဇူး

- ကျောင်းသားများ ဇာနည်ပြုမှုကို နှစ်သက်သည်။ ကျောင်းသား အုပ်စုများ မည်သို့ သင်ကြားနေကြသည်ကို
ပုံမှန်သော သင်ကြားရေးနည်းလမ်းကို စိတ်ဖြာ ဖြေရှင်းသော စာတမ်းများကို ဖတ်ရှုသည်။

- ဇာနည်ပြုမှုကို ကျောင်းသားများ နားလည်နိုင်စေရန် ရည်ရွယ်ချက်ဖြင့် အုပ်စုများ နှစ်သက်သော
နည်းလမ်းများကို ဖော်ပြသော စာတမ်းများကို ဖတ်ရှုသည်။ ဗျာဓိဝေဒနာကုသလသောနာမနာကို
သင်ကြားရန် ရည်ရွယ်ချက်ဖြင့် အုပ်စုများ နှစ်သက်သော နည်းလမ်းများကို ဖတ်ရှုသည်။

They add variety.

- *They aid conceptualisation.* This is a major advantage of visual aids. Many concepts or ideas are understood visually rather than verbally – for example, ‘practical skills’ like soldering.

If knowledge is understood and remembered visually, you should transmit it visually. How a table is laid for a seven-course dinner is best shown by means of a picture, or better still the real thing.

Most novice teachers realise this; but they often fail to grasp that many *abstract* concepts such as ‘fractions’ or ‘cash flow’ are also best conveyed and understood in a visual way. This idea is explored in more detail in pages 149–54.

- *They aid memory.* Research shows that most people find visual information easier to remember than verbal information.
- *They show you care.* Going to the trouble of preparing visual aids shows students you take their learning seriously.

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ဘဝ ဂုဏ်ထူးဆောင်: ကျွန်ုပ်တို့သည်

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က သင်္ကြာ: ၆၂: နီ အစော: ဝဇ္ဇီက ဖြော: သိပ္ပံ နိဂါဏ်။

Using handouts in class

Talk your class through the handout, or ask them to use it for individual or group work.

Ask them to highlight important parts of the text. In this way, they will become familiar with its contents; otherwise they are unlikely to be read later.

Handouts don't teach. Students learn a great deal by writing their own notes in their own words, or by explaining to each other in pairs (Petty 2006). Do this in class and distribute handouts later. Students learn most from handouts when they have to do something with them: ask students to underline key points or summarise the content with a graphic organiser.

Ask questions in your handouts and leave spaces for the answers.

Handouts can save a great deal of time, for you and your students, but don't make them overlong. If you feel more information may be required, set reading home works from books or journals.

One last word: don't forget to save trees by using handouts only when they are necessary, and always copy on both sides.

2 The whiteboard

Some use board work like a huge scrap-pad for jottings and sketches; others see it as a neglected art form. Some use it for putting up notes for the students to copy.

Others use it to draw attention to the landmarks in the lesson, displaying only the key ideas as they are covered.

Some write a five-point summary of their lesson before the class arrives, and barely touch it during the lesson.

Maths and science teachers use board work to demonstrate how to solve problems, and to give instructions for experiments. Some teachers prefer to do their board work before a lesson, others during it.

Most feel lost without a board of some kind, but some think it should be consigned to the museum.

အဖြူရောင်သင်္ဃန်း

အဖြူ-ရောင်သင်္ဃန်းများတွင် ဘေးတန်းများ ကပ်၍ မြေပြင်သည်။ အဖြူ-ရောင် ရောင်၊ တန်းများ ဖြစ်သည်။
 နံရိုးများ ပေါ်သန်းသည်။ ရောင်ရောင်၊ တန်းများ အပြည့်အစုံ ဖြစ်သည်။ အဖြူရောင်သင်္ဃန်းများကို အဖြူရောင်သင်္ဃန်းများ ဟု ခေါ်သည်။

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General advice

- Always start with a clean board; if necessary, ask for cleaning fluid.
- Make sure you are using a dry marker pen, not a flip-chart or other type. Some markers have a chisel end, allowing you to control the thickness of the line. Hold the markers like a pencil.

- All colours show up quite well, but black or blue show best.
- Make sure it really *is* a whiteboard: a projector screen is irreparably damaged by pens!
- Don't use your usual handwriting, or block capitals which are difficult to read if used exclusively; use a print style. Novice users tend to write too big rather than too small; in most cases, lettering with capital letters about 3 or 4 cm in height is best. Try it out from the back of the class.

- Until you get used to it, plan what you are going to put on the board before the lesson.
- Don't stand in front of the board, and make sure there is no glare on it.
- Talk to the students, not to the board; you may need to raise your voice a bit.
- Use colours only for a specific purpose; use black and blue for writing the main information.
- Don't get the board cluttered; erase unwanted material – but not too quickly.

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3 Microsoft PowerPoint®, interactive whiteboards and OHPs

Microsoft PowerPoint®, Apple Keynote™ and similar applications enable a computer or interactive whiteboard to display a series of screens called 'slides'.

These can contain text, images, graphics, sound and video clips, or any combination of these. The slides can be displayed on a computer, on a classroom screen via a digital projector or on an interactive whiteboard.

These presentations, like any other computer file, can be saved on your institution's intranet, enabling students to access them at any time, including from home (see the next chapter).

The most effective use of this medium from the learning point of view is asking students to create their own Microsoft PowerPoint® shows. Many students find this more motivating than a conventional writing task. It also develops ICT skills and, if presented to the class, communication skills. Students can share their shows on your institution's computer system, as explained in the next chapter.

MICROSOFT POWER POINT, INTERACTIVE WHITE BOARD, OVER HEAD PROJECTOR

Slide on: Interactive white Board on Google

တေးများ၊ ပုံနှိပ်များ၊ ပုံစံများ၊ အသံများ၊ ဖွဲ့စည်းပုံများ၊ ဂေါ်ကော်ကေး၊ ကောဇာများ၊ ဂရပ်
 ဖိုဒ်သော့ SLIDE များ၊ အဲဒါတွေက Digital projector ဖြစ်၊ ကျော့စကေး Screen
 ကျော့စကေး ဖိုဒ်သော့

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The most common faults with presentations using computer, interactive whiteboards or OHP are:

- *Too much text on the screen* – six lines is a maximum; use a sans serif font such as Ariel or Tahoma, as it is easier to read. Use 28 point or larger. Check you can read it from the back of the room.
- *Not enough images or graphic organisers*
- *Failure to exploit the medium* – don't forget to use reveal, overlay or animation, as described below, and to insert video clips.
- *Overuse of gimmicks* – slide transition animations and complex background designs can distract your audience from your main message; so can changes of font or colour without a clear purpose. The goal is to explain rather than to impress or distract!
- *Too passive!* – the commonest fault with presentations is that they are too long and don't contain student activities, even simple ones such as questions. This can be a fatal weakness, causing students to fail to make sense of the material.
- *Too many bullet points.* Bullets are a valuable device, but can be monotonous if overused.

Presentation software can lure you into creating an overbearing deluge of information which students call 'death by PowerPoint'. OHPs are no less deadly. But don't despair: these media can be most effective if you include activities, and make at least some use of the following techniques.

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- SCREEN පෙන්වන මාදිලියක් වූ: 27 ඉන්ච්, 2018 නිලධාරීන්: 27
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- Animation වූ: 27 ඉන්ච්, 2018 නිලධාරීන්: 27
Animation වූ: 27 ඉන්ච්, 2018 නිලධාරීන්: 27
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POWER POINT SLIDE ආශ්‍රිතයක් වූ: 27 ඉන්ච්, 2018 නිලධාරීන්: 27
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- BULLET POINT ආශ්‍රිතයක් වූ: 27 ඉන්ච්, 2018 නිලධාරීන්: 27
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Computers are an extraordinary presentation device for teachers, as we saw in the last chapter. But they are also a potent tool for learners.

They offer a library of resources so vast it defies the imagination, and nearly all students love using them.

But more than that, a great deal of real-life learning now involves computers – for example, a motor mechanic learning a new procedure using a computer tutorial, or a mother finding out about her child's eczema on the Internet. If we don't teach our students how to find trustworthy computer resources, and how to learn from these, then we are not preparing them for real life, or for 'lifelong learning', or for progression on to their next course.

And more even than that: there is hardly a job or a hobby now that does not involve using computers. At work, most of your students will swim in an environment dominated by word processors, spreadsheets, databases, and email and Internet searches. If you don't prepare your learners by showing them how to make natural use of such powerful tools, you are not preparing them for work.

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WORD PROCESSOR, SPREAD SHEET, DATABASE, EMAIL

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The Internet

The Internet links tens of millions of computers, allowing them all to communicate, and to access a colossal and chaotic library, including the World Wide Web (www).

Material is provided largely for free, from every corner of the globe, by government departments, companies, organisations, museums and galleries, voluntary groups, charities, experts, enthusiasts and potty individuals in search of attention.

Anyone may create a website on any topic, and unless the content is exceptionally outrageous, there will be no attempt to edit, let alone censor it.

Consequently, quality is uneven and searching or 'surfing' the web is a frustrating waste of time, or a delight and a revelation, depending on your search skills – and your luck!

INTERNET (Information)

WORLD WIDE WEB ന്, ഓരോന്നും തന്നെ വെബ് പേജ് ആണ്. ഇവയെ
 തമ്മിൽ ബന്ധിപ്പിക്കുക എന്നതാണ് വെബ് ബ്രൗസിംഗ്.

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What are aims and objectives?

‘Aims’ or ‘educational goals’ are clear and concise statements that describe what the teacher hopes to achieve. These statements of intent are usually expressed in a rather broad and generalised way – for example:

- To improve the students’ ability to communicate effectively in formal written English.
- To develop an understanding and appreciation of the world’s major religions.
- To create opportunities for students to engage in creative self-expression.
- To develop a knowledge and understanding of scientific investigative procedures.

Some people advocate expressing aims from the point of view of the teacher or the course, rather than from the students’ point of view. For example:

- The aim of the course is to consider the basic principles of retailing.
- The training package will introduce the basic elements of computer programming.

