

INSIGHTS ON THE USE OF EDUCATIONAL MEDIA

KEY: STIMULATING, FINDING AND USING STUDENTS' IMAGES*

31. Visual messages by teachers convey important perceptions to students; i.e., who is expected to participate is reflected in the direction of the teacher's communication: left, right, center, broad/general.

48. When media are used, they transmit, silently, their own message. When utilizing media, teachers must recognize what students do with, and how they react to, media so that instruction (oral presentation) fits smoothly with the students' responses to the media.

51. When visual, sound or other, non-print, materials are used, their effectiveness is enhanced by instruction which utilizes the images created in students' minds.

52. Visual images create a rich potential for developing a variety of conceptual contexts in order to process specific learning items many times and at various levels of abstraction and interrelatedness.

56. If everyone sees a film, then each person has something to share. Eliciting perceptions can allow for greater involvement, which can reduce the volunteer, competitive, context of a content recall format.

64. When students have paid attention to a stimulus for 10 or 15 minutes (film, essay, reading, lecture), they have a heightened state of consciousness which can be tapped for reflections and perceptions.

97. Filmstrips provide a good basis for eliciting student perspectives and factual support. If the objective is to provide for student perspectives, learning activities will demonstrate a sequence of learning from recall to examples of culmination (achieving the objective).

109. Visual presentations create multiple images on which to base perspectives.

111. A visual representation of a topic provides ample images which can be brought together for valuable perspectives.

114. Visual images lay the basis for perceptions by which to tie facts together.

115. Visual materials provide a rich source of images from which both facts and perspectives can be derived. Frequently, the images are the longest lasting and, if tied to perspectives, are likely to stimulate recall of the facts in the present lesson and later on.

119. Plan for that kind of learning development which uses variety in the instructional context based on a core of limited content.

120. Develop students' use of various materials in order to examine them for commonalities oriented around visual presentations.

121. Visual representations of facts, built as they materially are upon the facts, provide an excellent reference base for identifying these facts. Sequence: Share pictures with others, describe pictures, elicit reasons for one's perspective, identify facts, draw relationships and insights.

*EXCERPTS FROM 200+ INSTRUCTIONAL INSIGHTS BASED ON
OBSERVATIONS OF STUDENT INTERNS IN VARIOUS DISCIPLINES.

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