Visual Aids Video Lesson Transcript:

Introduction

Hello and welcome to our lesson on Creating and Using Effective Visual Aids**.** I'm Kerry Kinslow an Instructional Systems Specialist at the National Training Center and your instructor for this lesson. You're about to enter a world that is an extremely important part of being an effective, facilitative instructor. That world is the "world of visual aids". Visual aids are a huge part of what we instructors do, TRAIN THE BLM WORKFORCE! To be effective, you need to use all kinds of visual aids to help your students learn how to do their associated job tasks.

Of course, including various types of visual aids in your lesson presentations will require a certain amount of planning and creative thought to support learning and retention. Bottom line, you want your visual aids to capture and hold your student's attention so that the training "comes to life" for your students. This principal is extremely important for online training course and webinars.

Using models, equipment, and videos like this for example, are just one of many examples in the world of visual aids that we are going to cover in today's lesson. However, keep this in mind as we learn about visual aids together, not only do they make your lessons more interesting and entertaining for everyone but they also serve a very important purpose…**they help everyone learn more…especially the visual learners in your classroom!**

Therefore, it is important that you include them in your lesson presentations. And I'm not just talking about PowerPoint! Keep in mind that you should use a wide range of visual aids that will enhance your student's learning experience. Furthermore, remember that BLM also benefits from your effective use of visual aids in training you deliver. When your students are provided with visual aids in your lesson presentations and assessments, the students will be better prepared to perform their job tasks when they return to their work sites. Why? Because they will be able to "see" first-hand what it is you're asking them to do (their job tasks), work with (this could be a model or piece of equipment), or work in (meaning environmental factors such as darkness in a mine).

Now that you know how important visual aids can be, let's take a look at our objective for today's lesson. By the end of this lesson each of you should be able to: In a simulated classroom environment, use visual aids that support established training objectives and meet the minimum criteria specified in the NTC Instructor Evaluation Checklist (IEC).

Now that we have reviewed our objective, let's take a look at what we will be covering today. First, we will define what a visual aid is and go over some examples. Next, we review how visual aids support learning and retention. Next, we will go over some visual aid guidelines then go over some of the visual aid equipment available to you at the National Training Center (NTC). Next, we will play a quick game called "Hit or Myth".

And finally, we will shed some light on what copyright is and its role in training. Now that you have a basic idea of what we'll be covering today, I have a question for you before we begin…what, in your own mind, is the definition of a visual aid? While you think about that question for a couple of seconds, let's go ahead and get started and find out together!

Main Point 1

I'll bet that most of us just cannot help ourselves when it comes to answering this question! Our minds immediately start thinking POWERPOINT! However, a visual aid can be so much more than just PowerPoint. A visual aid is… "A _visual communication tool_ used to _highlight main points_ and deliver information in a _short, simple manner_ to _facilitate understanding._ The key elements to this definition should stick out like "pink wallpaper in Marine Corps barracks".

First, an obviously, it's a visual tool to communicate. Next, the tool should be used to _highlight_ main points or deliver information. Finally, the visual aid should be short, simple, and used to facilitate the learning process. What might be some examples of visual aids? Before I provide you with some examples…take 5 seconds to see how many you can you think of? Examples include using: charts, graphs, equipment, case studies, scenarios, pictures, models, maps, videos, the Internet, and yourself. Now that you know what a visual aid is and what constitutes visual aids, let's talk a little bit about how visual aids support learning and retention…for your students that is!

When we think about using visual aids, an immediate question usually comes to mind for some instructors: "Why should I have visual aids if I don't need them in my training presentation? I have been very effective at teaching a lesson without using anything!!!!!!!!!!!!!!"

Well, let's see if we can answer that question together!

For starters, visual aids help us instructors repeat our material in different ways. It's great that you're sharing your content verbally in the classroom but remember, you have students that learn visually as well. In fact, even your auditory and kinesthetic learners will want to see what your talking about visually to reinforce and supplement their learning processes.

Visual aids also provide everyone involved in the learning process a common focal point. If the instructor provides a visual aid, everyone can start from the same point rather than having to create it visually in their own mind. Without the use of visual aids, the learning process could be stymied because everyone will have to create their own frame of reference visually.

Visual aids are also a great way to gain the attention of your learners when you deliver the introduction to your training presentation. Use pictures or videos to get people interested in your presentation or use charts and graphs to show trends that can inspire and motivate your students to learn!

Visual aids also add variety to training. Stimulate all your student's senses…the ears are important no doubt, but don't forget the eyes as well as the sense of smell, taste, and touch. According to Harold D Stolovitch and Erica J. Keeps, authors of *Telling Ain't Training ,* "By targeting sight, hearing, touch, smell, and even taste, we increase attention because the learner simultaneously engaes several senses in a complementary non- conflicting manner." <u>This results in heightened comprehension and retention.</u> Visual aids are also the next best thing to a demo.

Think about it! If you can't physically bring the oil well into the classroom or you can't physically go to the oil well…you can still bring it into the classroom via models, pictures, or videos. Finally, visual aids help to keep you, the instructor, on track! Everything from your lesson plan, to PowerPoint, to exercise materials…they keep you focused, organized, and on track; without them, you would have to rely totally on memory!
Now that we have covered how VA support learning and retention, let's go over some basic VA guidelines to help you develop fantastic, learner-oriented visual aids.

First and foremost, make sure your visual aids are accurate. Your credibility can be negatively impacted by some of the learners in your audience if you make spelling, grammar, or statistical errors. Also, misquoting someone or having something in your visual aids that isn't fact-based or supported by research can also hindered your credibility. When this happens, some students might have a tendency to turn you off! Also, make sure your visual aids are relevant. Having information or materials in your visual aids that doesn't pertain to your topic can confuse your students thus hindering the learning process. Make sure you visual aids support your lesson objectives!
There are also going to be times when you will need to explain your visual aids. Don't assume because you understand it your audience will too. Take the time to explain how it works, what it will do, and/or why it is needed. Many times, you will need to explain visual aids that you use for completion of an exercise.

Next, according to Claire Raines, author of Visual Aids in Business, *make sure you strive to keep your visual aids simple. "Leave lots of white space, keep it organized, create a path for the eyes, and make something dominant."* When we develop visual aids, especially PowerPoint presentations, some of us have a natural tendency to want to pack it full of information. Try to avoid information overload! If your using PowerPoint, use the notes section or your lesson plan for supporting information. Think about it. If you have visual aids that are jammed-packed full of information, your audience may start reading rather than listening or discussing things with you!   Also, use color. According to Claire Raines, author of Visual Aids in Business, "When you don't use color, you're missing a great opportunity to add emphasis, interest, and power." Just be

careful though and don't get to carried away. Use colors that compliment each other like a blue background with white or gold text. Usually, according to Claire, "One, two, or three colors are plenty."

Finally, use a font that is appropriate in size and style. Getting fancy and using something like Rosewood STD Regular in order to try and impress your audience is a pitfall. Furthermore, using font that is too big or too small may cause your audience to strain to read and/or interpret what is on your visual aid. General rule of thumb if your using PowerPoint, use fonts styles like Arial, Calibri, or Times New Roman that are easy to read. And, keep font sizes in the 40 to 60 range for headers and 24 to 36 range for the body.

Take a look at this example of a PowerPoint slide. Does it violate any of our basic guidelines? Take a minute to jot down how many guidelines you think are violated in this slide.

Okay…how did you do? How many things did you spot?

Certainly, this slide has accuracy problems, some things are mispelled…and there are grammar issues. Also, there is a relevancy issue when the slide starts mentioning how pretty the ELMO is. Of course, we also have issues with color, font size, and font style; this would tough for our audience to stomach! Finally, we have way too much content on this slide…we are not keeping it simple. If you caught most of these, which I'm sure you did, good job! Now that we have gone over some visual aid guidelines…let's talk a bit about visual aid equipment!

As a BLM instructor, you are not only going to need but will come in contact with numerous types of visual aid equipment when you instruct. All of the visual aid equipment you see on the slide like the flipchart, dry-erase board, overhead projector, computer, projector, and laser pointer will be used in the live classroom and are available at the NTC. Therefore, your NTC coordinator will work with you to make sure the equipment you need will be available to you, the day you instruct, whether you're instructing at the NTC, or abroad.

While you're at instruction seminar, not only will we demonstrate how to operate these equipment items for you but we will also demonstrate their proper use when delivering a training presentation. Furthermore, we will provide you the opportunity to use these equipment items when you deliver your 30-minute training presentation. Fear not, they're all very easy to use! Not to mention we will also provide you with operational guidelines in your virtual student notebook. The notebook (which is provided to you on Knowledge Resource Center for each lesson) covers things like advantages and disadvantages for all equipment types and visual aids as well as things to consider when using visual aids and equipment and when and why you would use them! Now that you

know how to get needed visual aid equipment and what's available…let's play a game called "Hit or Myth".

According to the ASTD Learning System Module 2 Handbook, Delivering Training (pg 62), there are certain myths about training. This game is based on these myths. Here's how the game works…I will provide you with 5 statements…your task is to determine whether you think the statement is a "Hit" meaning true…or a "Myth" meaning false. You'll have 10 seconds to decide for each statement. Okay…here we go!

Statements:

1. The more visual aids used, the better! (Myth)
2. Any visual aid is better than none! (Myth)
3. High-tech visual aids in a presentation doesn't necessarily mean better! (Hit)
4. More things can go wrong when using a visual aid in a session, so it's better to just rely on oneself! (Myth)
5. Visual aids cost too much! (Myth)

Now that we have played our hit or myth game…let's briefly talk about a very important subject…copyright law!

As instructors, we have a natural tendency to want to use support material to "beef up" our presentations. Why? Because we want our training presentations to be enjoyed as well as useful and credible to our trainees.   However, when it comes to using support material that's not our own, like videos, pictures, music, books, and processes…we must be careful not to violate copyright laws. It is the NTC's position not to use other's work unless you have received permission (preferably in writing) from the owner. Instead, it is recommended you use organizational materials (e.g., BLM movie clips, books, and pictures) to support your training presentations. If you like, contact your NTC coordinator to gain access to the NTC video library whereby we have thousands of stock videos and pictures. For example, if you need pictures of a certain mountain range, or videos of a working oil rig without narration…chances are, we have it! All you have to do is ask.

If you have further questions about NTC's video library contact NTCs media department at 602-906-5562/5717. Or, if you would like to know more about Copyright Law or what constitutes "Fair Use"…visit the following website: www.copyright.gov.

Visual Aids: Conclusion

This here's Coyote K, the visual aid sheriff, and I'm a "wrappin-up" this here lesson for that other rascal…I think some of you sidewinders call it a conclusion! Anyway, I hope this lesson presentation on visual aids has provided you with some important things to think about as you develop your visual aids for your 30-minute training presentation…

Some of the important things that we covered during this here "shootin" match included:

1. Defining a visual aid and going over some examples. Remember, a visual aid is a communication tool used by the instructor to highlight main points. Examples of visual aids include: pictures, charts, models, graphs, movie clips, and even dressing up!

2. Next we covered how visual aids support learning and retention. Remember, we use visual aids to add variety to our presentations, to keep us on track, and to serve as a reference or focal point for discussions, demonstrations, and exercises.

3. We also covered some basic guidelines to assist you in developing "award" winning visual aids. Remember to keep your visual aids relevant, accurate, and simple. Meaning, make sure your visual aids pertain to your topic, contain correct spelling, and don't contain information or text overload…if you do any of that, I may have to come lookin for ya, put a lasso around ya, and give ya a good talkin to!

4. If you'll remember, we also went over the types of visual aid equipment that will be available to you for your training presentations. You will have access to flipcharts, computers and projectors, and laser pointers. They'll always be available, anytime anywhere, just contact your NTC training coordinator.

5. Next, we went over some myths associated with visual aids. Remember, more visual aids doesn't necessarily mean better. The quality of your visual aids is more important to the learner even if you have just a few visual aids.

6. Finally, we covered copyright law. It is very important to remember as an instructor that you just can't use any support material anytime you like…more often than not…you need permission. Be sure to visit copyright.gov to avoid an unpleasant situation that could involve litigation…or an entanglement with me…Coyote K, the visual aid sheriff!

So, why did we cover all of this information…

Because, we want to get you to our lesson objective which is for you to be able to: In a simulated classroom environment, use visual aids that support established training objectives and meet the minimum criteria specified in the NTC Instructor Evaluation Checklist (IEC).

And, don't forget, you need to have a minimum of 3 visual aids in your 30-minute lesson presentation! We're gonna give you one visual aid…just put your lesson objective on a flipchart and that will count towards your 3 total. But don't be "yella" and shy away from developing two more.

Create some handouts, use pictures, bring props, or even dress up if you care to show us that you got a little "intestinal fortitude". Now you varmints run along now and start developing your visual aids…bring 'em to instruction seminar and we'll do a little show and tell during one of our shootouts…I mean workshops!

Yeeeeeeehaaaaaaaa!!!!!!!!!!!