

# PREVIEWING VIDEO PROGRAMME FOR INSTRUCTION ABSTRACT

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## Synopsis

*In the present article, importance of previewing a video programme before considering it for instruction has been discussed. Here the method of previewing is also suggested. The various aspects of video programme like subject matter covered, suitability of programme, characteristics of programme etc. have also been given to over-come the fallacies in the programme to meet the requirement of situation in teaching learning process. At the end, a criteria sheet for selecting a Video Programme for Instruction has also been provided.*

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Previewing Video Programme for Instruction

### Introduction :

VCR & Television are now-a-days very common equipment in the educational institutions. It is expected that in near future video may be used in normal class-room situation. Video programmes, apart from class-room situation, are also suitable for open learning and for distance learning.

The new concepts and methods like open learning, distance learning and continuing education are different forms of individualized learning. Many organisation have started to produce video programmes in their concerned fields. But to prepare a video programme needs very costly equipment and lot of expertise which is generally not available with every institute. Therefore, institutes have to depend up-on commercially available video programmes. But before using an acquired video programme for class-room instruction or for any type of instructional method, it should

be carefully selected, previewed and then incorporated in lesson planning.

### Need of Previewing a Video Programme :

Video programmes produced by different organisation are prepared for different purposes; some programmes are carefully organised and prepared to present information in logical manner. But all video programmes do not cover each instructional event of specific objective for various reasons.

The intension and objectivies of the preparation of vidio programme are exactly known only to the Producer, Subject Expert and other team members. User (teacher) is not fully aware about these intensions. User does not know up to which extent compromises have been made in the production of video programme. Many times, compromises made for finance, shortage of time, non availability of expert, non availability of suitable professional grade video equipment, deteriorate the instructional quality of the programme and finally user of the video programme may not

get what is most appropriate to his students. Hence, if any video programme is to be used for teaching learning process other than the producer, then it must be previewed carefully before final selection/use. And after previewing of video programme, lesson plan may be prepared to indicate how the video programme shall be incorporated.

By previewing a video following can be decided; whether-

- i) Full programme in several stages can be incorporated in lesson plan,
- ii) Full programme in several stages can be incorporated in lesson plan,
- iii) Full programme or part programme with original commentary can be used,
- iv) Part or full programme in mute condition with separate narration by teacher can be incorporated in lesson plan.

The above issues are to be decided during previewing. The complete previewing method of a video programme for instruction is as under.

#### **Previewing a video programme for Instruction :**

Before considering a video programme for teaching learning process, it should be previewed for following important aspects by the user (see fig.No.1)

Aspects of Video Programme to be Previewed

##### **1. Content covered (subject matter)**

:- As per the title of the programme, it is to be previewed carefully as to how much content (subject matter) have been covered and up to what extent each idea has been elaborated and illustrated. It is to be identified as to how many

objectives can be achieved by the students by viewing the programme.

2. **Suitability of Programme :** The suitability of video programme is to be identified for target population of students. If the programme is engineering content based then suitability of video programme is to be identified for (a) Craft Level Students (b) Diploma Level Students (c) Degree Level Students (d) Post Graduate Level Students, or the programme is suitable to general group of student of any level of any discipline. The level of course will decide the level of language and treatment of the subject matter.

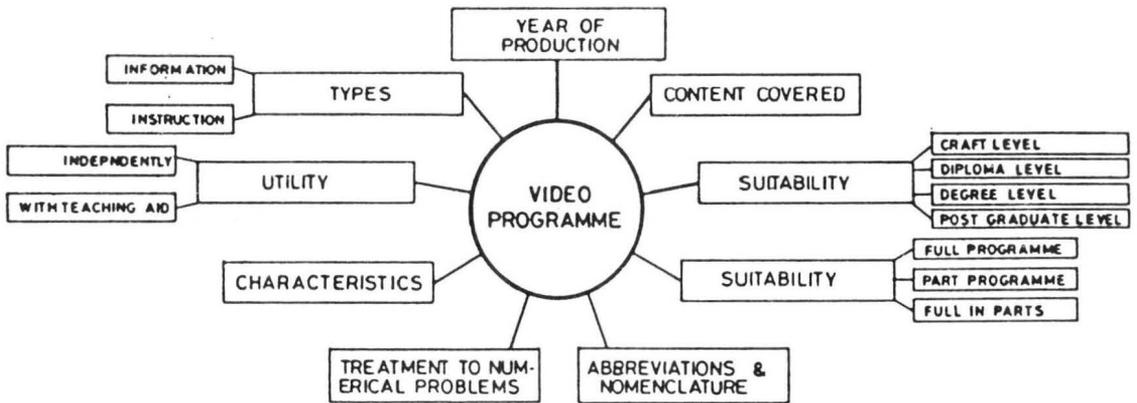
3. **Suitability of programme part OR Full :** After careful previewing the video programme, it can be decided whether full or part of the programme can be used in teaching learning process. Many times full programme can be used in class at different intervals in parts to match the lesson plan. Duration of programme is to be considered to match the time available for instructional unit.

4. **Types of Programmes :** Video programmes are classified in many ways; for our practical purposes, we classify and place all video programmes in to two following categories.

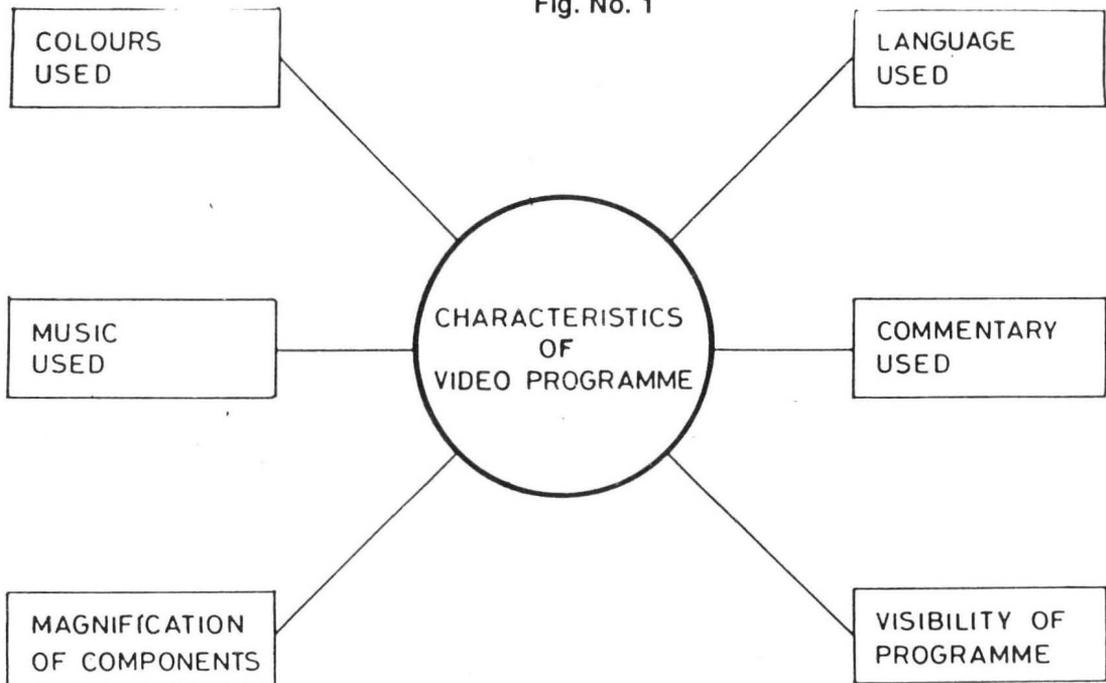
(a) Information Type OR Enrichment Type

(b) Instructional Type.

a) Information Type or Enrichment Type : All the video programmes which are of general type and in which content have been presented for awareness & enrichment of information only may be considered as information type. In these



ASPECTS OF VIDEO PROGRAMME  
Fig. No. 1



CHARACTERISTICS OF VIDEO PROGRAMME  
Fig. No. 2

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programmes, the viewers are not held responsible for facing an evaluation of learning. The information presented in programme is general in content and may be aimed at giving an over view of idea or subject matter. The purpose of the programme may be to motivate to learn a subject and to give back-ground information or to propagate an idea.

- b) **Instructional Type** : Video programmes produced to help students to achieve some curriculum objectives may be classified as Instructional Type. Content in the programme is developed in logical manner. Viewers observing instructional type of programme are to give demonstrable proof that they have learned some thing by facing a summative evaluation.

Many times video programmes that have been produced as instructional programme may be incorporated in lesson plan as information, type for higher education students.

5. **Utility of Programme** : After previewing any video programme suitable strategy can be clearly designed. Also, it can be used to accomplish the events not covered by the video programme (like tape-slide sequence, transparencies, charts etc.) Previewing of video programme will also help us to use it as an integral part of the total instructional plan or separate one.
- 6) **Characteristics of video programme** : For making effective use of video programme, following characteristics of programme are to be viewed (see fig.No.2)
- a) **Language used in programme** : In video programme, any of the English, Hindi or Regional language

is used. It is to be viewed that language used is simple or needs no further explanation. Legibility of written matter is also observed carefully.

- b) **Commentary used** : It is to be previewed that commentary is recorded at audible speed and combinations of words and sounds are recorded in such a way that it can be articulated easily, clearly and smoothly; also the ideas presented are packed for easy, quick and accurate acquisition by the listener. If recorded commentary in the video programme is not smooth, clear and sufficient, it is advisable that mute programme (programme without commentary & music) should be run for students with separate narration by teacher.
- c) **Visibility of Programme** : Every video programme before dissemination is designed considering many things; it is usually field tested and desirable changes are incorporated, but even then we have to see and decide whether for our class-room teaching, (looking to the number, of students and size of class-room) one or more monitors will be needed, so that all students sitting in class-room are equally benefited. During previewing we should also locate the visuals in programme which can be shown to students in freezed situation for more clarification, as video provide the facility of frezing the visuals.
- d) **Colours used programme** : If the programme is coloured we should watch it carefully and check whether colours used are effective or not ? have IS code been used? etc.
- e) **Music used** : It is to be previewed carefully that music used (recorded) in video programme serve some

purpose; it should not work as a distractor.

- f) Magnification of components : Through video programme, internal details of machine components at very far from approachable distance can be shown very clearly and in very much magnified way. During previewing, it is to be seen clearly that magnification shown is of appropriate proportion.

7. **Treatment to numerical problems :** Many times in video programmes the solution of numerical problems is shown. It is advisable that each step should be observed very carefully and it is to be seen that in how many steps solution has been shown. If we, during previewing, consider that some reason, may be short of time, (not to increase overall length of video programme), then necessary steps may be shown to students on black board separately, considering the previous knowledge of students. Below given example makes it more clear:-

**Example :** If solution of numerical problem shown in video programme is as under :

Putting the values evaluation becomes

$$\begin{aligned} &= 0.54 - \frac{140}{500 + 3.28 \times m} \\ &= 0.54 - \frac{140}{500 + 3.28 \times 502.6548} = 0.478 \end{aligned}$$

Considering the level of students the solution can be shown on black board as under.

Putting the values, equation becomes :

$$\begin{aligned} &= 0.54 - 140/500 + 3.28 \mu \\ &= 0.54 - 140/500 + 3.28 \times 502.6548 \end{aligned}$$

$$= 0.54 - 140/500 + 1648.7$$

$$= 0.54 - 0.062$$

$$= 0.478$$

#### 8) **Abbreviations & Nomenclature used in Programme :-**

During previewing the type of abbreviation and nomenclature used is to be observed carefully; whether suitable to our requirement or not? Have I.S. code been adopted at proper situation or not? Particularly, when we are previewing a Video Programme produced by some foreign producer for his country.

- 9) **Commentary :** It is to be previewed very carefully whether commentary has been provided by a professional or by a teacher.
- 10) **Year of Production :** The year of Production of Video Programme will inform whether information is new or very old, accordingly new subject matter content can be incorporated in it.

#### **Conclusion**

Every Video Programme is previewed before sending for telecast or for utilization in different organisation. Producer, subject expert, script writer takes every care to cover each and every aspect concerned with the objectives of production of Video Programme. Thus a programme must be previewed to meet the different requirements of teaching learning process, such as size of class-room, number of students, time available, previous knowledge of students, content covered etc. and then finally selected for instruction.

Here a criteria sheet for selection of a video programme for instruction is also attached which can be used during previewing a Video Programme.

**Reference :**

- (1) Ronald H. Anderson "Selecting and Developing Media for Instruction.

**Criteria Sheet for Selection of Video Programme for Instruction**

S.No.	Aspect of Video Programme	Criteria for Selection			
1.	Content covered as per objectives	Fully/Partly/Very little/NIL			
2.	Suitability of Programme	1	2	3	4
		Craft Level Gen. Cu. Sp.	Diploma level Gen. Cu. Sp.	Degree level Gen. Cu. Sp.	Post Graduate Cu. Sp.
3.	Suitability of programme	Full	Part	Full in parts	
4.	Type of programme	Information type		Instruction type	
5.	Utility of programme	Independently		With A.V. aids	
6.	Charaterisic of Video programme				
	i. Language use	Hindi	English	Regional language	
	ii. Commentary used				
	iii. Colours used in programme	Effective and as per ISI partly		Not Effective	
	IV. Music used	Very useful	Partly	Not at all	
	v. Magnification of component	Useful		Not upto desirable extent.	
7.	Treatment to Numerical problems	All Steps covered fully	Partly needs further clarification	Needs full explanation	
8.	a. Abbreviation & Nomenclature used			ISI Code Used	Not used
	b. To which country belongs	Indian		Other country	
9.	Year of publication				