13.1 INTRODUCTION

Let us begin with what are teacher support materials. Teacher support materials are mainly used as supplements to instruction and are for enrichment purposes of the learner. These include motion pictures, photographs, slides, overhead projections, radio programs, board, and graphic materials like charts, diagrams, cartoons, maps and globes and three dimensional materials such as objects, specimens, models and displays. Most of them are costly and expensive in preparation and hence are used rather in limiting periods. However one cannot undermine its value in teaching effectively.

It is very pertinent here to consider the various factors which motivate supplementary instruction. Some of them are listed below:

1) Shift from teaching by the teacher to learning by the student as a key outcome of instruction: it has been increasingly recognized that learning by the student is the primary motivating factor for education. Learning thus has to be done by the student and has to be successful.

2) A shift from a static to a dynamic structure in instructional program. Teaching is no longer fixed and rigid but is rather static and free flowing. Hence it has become necessary to provide alternatives to conventional instruction.

3) A shift from seeing student as a part of a group and to recognize him as an individual by providing him alternatives for an individual approach to learning: teaching no longer is based on group characteristics; the individual student is of primary importance. Support materials develop the knowledge of the specific person and keep his individuality in mind.

4) A shift from the use of support materials primarily for group instruction to expanded uses in new formats for individual learning.

5) A more probable guarantee of success in learning when instructional planning
follows a systematic procedure: Support materials lead to the growth and development of a learner and hence the probability of success of instruction increases automatically.

Teacher support materials hence have many advantages for the student. Let us now discuss its advantages.

1) It introduces new topics in an interesting manner and provides orientation to activities in a unit of study.

2) It provides motivation for studying a subject or topic. This is effective through motion picture, a T.V or a radio program.

3) It illustrates relations or allows for effective integration of one topic with another.

4) It points out special applications or new developments in a topic that may be too recent for inclusion in the independent study materials. The examples of this could be winning of a cricket match by India or assassination of a political leader. New clippings and pictures of the recent event could enhance the learning activity.

5) It provides special enrichment materials and experiences like a film. The learning outcomes and the experiences of the student become greatly varied and diverse.

6) It makes education more productive by increasing the rate of learning. Learning is thus accelerated and quick paced.

7) It makes education more individual by providing many alternative and diverse paths.

8) It makes learning more immediate and thorough through bridging the gap between the worlds inside and outside the classrooms.

9) It makes access to education for equal for learners.

10) It gives instruction a more scientific base by providing a framework for systematic planning of instruction and teaching.

Editing of such support materials is hence a very important task. Since such support materials greatly enhance teaching and learning, it’s editing needs to be discussed. Before starting this work, the editor must ask three essential questions. They are as follows:

a) What is the objective of the educational content and what will the student learn from it?

b) What are the procedures, strategies and resources required to accomplish the learning?

c) How will you know that learning has taken place and how will you evaluate the product/support materials?

As discussed earlier teaching support materials are both rich and diverse. They include motion pictures, photographs, slides, overhead projections, radio programs, board, and graphic materials like charts, diagrams, cartoons, maps and globes and three dimensional materials such as objects, specimens, models and displays. Before we analyze the process of editing of each one of the different categories we need to discuss some general points that have to be kept in mind by the editor.
General points to be followed by the editor are given below:

1) The editor should see that the topics are chosen well. It should be meaningful for the student.

2) The purpose of the topic should be considered.

3) The important characteristics of the student group for which the instruction has been designed to be considered.

4) The student content should be leading to the objectives.

5) The teaching and the learning activity should be specified. For example if the content is on daily arithmetic then the content should be designed in that manner specifically.

6) The editor should also coordinate and look into other support services such as budget, personnel, facilities, equipment etc.

7) The editor should also evaluate student learning.

8) The students’ required knowledge and performance should be clearly stated.

9) There is enough participation by the student and his responses are taken into consideration. The content thus should provide questions and seek answers from the pupil.

10) Enough opportunities are provided in the support material so that the student is able to self checks his progress, understanding and performance against the objectives.

11) The support material is prepared in such a manner that the learner would view the content as if he is doing it himself.

12) The rate of development should be slow and steady so that the pupil learns it easily.

13) There should be a succinct treatment of the subject. It should not be presentation of bare essentials nor should be a rapid coverage of the subject.

14) The material should show errors and how to avoid them.

15) The concepts should be repeated.

16) The material should be organized well and there should be a title and a commentary.

17) The information should be presented with an introduction.

18) The important points should be summarized in clear manner.

19) The content should be well illustrated. The events should be organized with pictures.

20) One should avoid passive voice and there should be use of personal pronouns like I, you, we etc.

21) The introduction of new terms, names and concepts should not confuse the learner.

22) The content can have enough dramatic sequences like comedy, suspense, horror that will increase learning.
23) Pictorial quality should be maintained and music and live narration can also be used along with the support materials.

Check your progress:

1) What are support materials?

2) Give three general points that should be kept in mind by the editor.

The utilization and preparation of teacher support materials require skill. When these materials are properly prepared, wisely selected and intelligently used, pupil learning can be richer and more meaningful. The next few sections will discuss the various different support materials and the how to edit them.

13.2 EDITING PRINTS, PHOTOGRAPHS AND ILLUSTRATIONS

Pictures have a universal language and can be easily understood and appreciated everywhere. They are easily found and are easily found in the environment of the student. They have great educational value and are also used extensively by the teacher who finds them easily in books, newspapers, magazines, pamphlets, travel folders, advertisements and reports.

Pictures have many advantages. They are as follows:

a) They are concrete and the student can precisely see what the topic of discussion is. Well chosen pictures can immediately clarify the meanings of words.

b) They transcend the limitation of time and space. Pictures of earth, mars and the sphinx can bring the outside world into the classrooms.

c) They can be used effectively to spotlight a problem or an issue. They also provide dramatic realism that is difficult to achieve with words.

d) They transcend the limit of man's senses. Many things too small can be seen with the help of the photograph. For example like the pictures of human body cells.
e) Pictures are readily available and inexpensive.

The editor should keep certain basic points while editing pictures. Let us now discuss them.

1) AUTHENTICITY- The editor should make sure that the picture truthfully represents the situation as one might see as if he visited the scene personally. Editors must constantly keep this criterion in mind while selecting illustrations. They should be selected with care otherwise biases can develop. For example, pictures of a foreign nation taken before important political, economic and social changes would be misleading.

2) SIMPLICITY- The editor should make sure that the composition is simple enough to furnish a clear, definite impression of the main points in the picture. It should represent vividly what it portrays. Simplicity also has a practical value as students will be confused by a crowded and cluttered picture.

3) RELATIVE SIZE OF ITEMS- The editor should ensure that there is something in the picture so that he can obtain a correct mental image of new objects in the picture. Pictures of rockets and missiles often show a man standing nearby.

4) ACTION- The editor should oversee that the pictures which of living things show man or animals performing activities in their natural environment. Pictures which show action are more interesting than pictures of living subjects staring at the camera.

5) PHOTOGRAPHY- The pictures should have professional quality. The lines and edges should be sharp and it should be neither too light nor too dark.

6) ARTISTRY- The editor should oversee that the picture is artistic and it is taken from a proper angle and the color should be pleasing and natural.

7) MECHANICAL QUALITY- The illustration or the photograph should be free from blemishes, scratches and blurs and it should be properly captioned.

Check your Progress

3) Discuss any three points that the editor should keep in mind while editing photographs and illustrations.

........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

13.3 EDITING SLIDES AND FILMSTRIPS
(PROJECTED PICTURES)

Filmstrips and slides are particularly useful in teaching as they can be easily seen by the whole class. A slide is a transparent picture that is projected by shining a light through it. A filmstrip is not a motion picture; it is a series of still pictures called frames.
Projected pictures have many advantages. There is a uniqueness about projected pictures that maintains and arouses high student interest. They also enable every member of the class to see the same things at the same time. Unlike motion pictures they can be seen at any speed. In the classroom situation, teachers will find the value of projected pictures so great that they will not want to do without them.

The editor needs to consider certain basic points while editing slides.

1) ENRICHMENT- The editor should ensure that the slides enrich learning. They should primarily enrich the pupils' experiences.

2) PURPOSE- The editor should maintain that the theme of the slide is purposeful and it is at the level of the understanding of the student.

3) AUTHENTICITY- The content of the slide should be authentic and the facts should connect.

4) INTEREST- The slides should be interesting to the viewer and it should stimulate questions in the pupil. It should be much more than a pretty picture.

5) TRUTHFULNESS- The slides should be representative of truthful situations. It should be natural. The size of the objects should also be in balance.

6) COLOR- The color should be both artistic and truthful.

7) TECHNICAL QUALITY- The slides should be free from blemishes, neat and properly labeled and marked.

8) UNITY- The slides should fit into a series and tend to unify a set.

While editing filmstrips the editor needs to keep the following points in mind:

1) PRODUCTION- There should be a teacher's informative guide present along with the filmstrip. The titles and the series should be easily identifiable and there should be some technical qualities maintained in the photography, color and art.

2) CONTENT-the content should be up to date and relevant. The pictorial material should be clear, informative and authentic. The captions should be placed suitably. There should also be summary or a review of the content and it should provide follow up activities by the learners.

3) SUITABILITY- The filmstrip should be suitable to the student and should coincide with the needs of the group for which it was designed. It should be appropriate for its intended use.

**Check your progress**

4) How will the editor see that the truthfulness is maintained in the slide?
13.4 EDITING OPAQUE AND OVERHEAD PROJECTIONS

These are named as they can project opaque materials by means of light. Almost all printed matter can be easily projected without much processing. No slides and transparencies need to be prepared and materials can be used directly from students work or books and magazines.

The editor should keep certain basic points in mind:

1) SUITABILITY: The content should be suitable and age appropriate.

2) GROUPWORK: Some of the content should ensure group work and exercises from workbooks can be better explained rather than following from one workbook.

3) ABRIDGEMENT-The interesting sides to textbooks should be abridged and used as content material.

4) LETTERING AND SPACING- The lettering in the projections should be neat, clean and properly labeled. There should be enough spacing between the various contents.

5) INTRODUCTION AND SUMMARY- Introductions and summaries of the content should be provided.

13.5 EDITING CLASSROOM FILMS

Students everywhere see a multitude of motion pictures. Through this the pupils see and hear recorded experiences, and imagine fiction and drama. The motion picture is capable of bringing the classroom, concepts from around the world to minute details. One should keep in mind that these educational films are very different from the entertaining Bollywood films. They are specially scripted and carefully produced after having being authenticated by educators.

Educational motion pictures have many benefits. Some of them are given below.

1) The motion picture helps provide a common experience background for the class. Reading, discussion and other activities of the classroom will be more meaningful.

2) The motion picture helps provide better instruction for classes that have uneven intellectual ability.

3) A class seems to perk up when a film is scheduled. The attention a motion picture automatically gets can be put to good educational use.

4) This allows repeated use and cuts across departmentalized content. It can give more reality to the content and clarifies abstractions.

5) It influences attitudes and corrects erroneous ideas. It provides a universal coverage in gathering content.

A good film thus achieves the purpose for which it was intended. The editor needs to keep certain points in mind while editing films. They are given below:

1) TEACHER PREPARATION- the editor has to consider carefully the materials best suited for the instructional job. They should be justifiable and one should
check whether it works. The editor should also consult supplementary aids such as books, magazines and other printed materials. The film content should integrate with the unit or course objectives. It should be interesting and authentic and accurate.

2) CLASS PREPARATION- there has to be enough background available to the content. The film content should help the student imagine and improve upon their skills. The vocabulary should be right and the content should be unified and sequential. It should lead to further activity and creativity.

3) PRESENTATION- The editor should make sure that the picture is clear and sound is distinct. It should also be technically satisfactory. One should also identify the right spot in the textbook that leads to its integration.

4) FOLLOW UP- The editor should make sure that the content provides for follow up activities such as reading, writing, verifying, discussing, making and experimenting. The subject should provide opportunities for group and individual work.

### 13.6 EDITING RADIO PROGRAMS AND TV PROGRAMS

Radio and TV Programs offer extraordinary benefits to all forms of education. As a teaching material it is being constantly developed by educators and even broadcasts from commercial stations tend to be more educational.

Radio and TV programs have many benefits. Given below are some of its advantages.

1) **Immediacy-** Programs have an air of immediacy. In live broadcasts are transmitted almost instantaneously, although the origin of it may be halfway around the world.

2) **Interest-** Radio and TV are part of our lives. Students feel that these mediums are modern and hence have a receptive attitude towards them.

3) **Dimension-Radio and TV programs can give breadth to learning.** One can see that all sides of an issue are aired. People of all faiths are allowed to explain their position in the networks.

4) **Authenticity-Radio and TV programs are good sources of authentic information and opinion.**

5) **Realism-The** descriptions used in the programs are graphic, detailed and vital.

6) **Availability-** Radio and TV are easily available and is a part of all civilized worlds. It reaches everyone easily.

7) **Imagination-These two electronic mediums allows for greater latitude in imagination and it brings the best in music, drama, poetry and literature giving more scope for creativity.**

8) **Integration and Discrimination-** The utilization of TV and radio programs open up broad vistas for the students that contribute to his social adjustment. It also allows students to become discriminating viewers and listeners.

The editor must be involved with the preparation of the content of the TV and the radio program. He should ensure that:
1) SCRIPT- The editor should make sure that the script is of the right length for the
time allowed for the program. He should make sure that the script does not
violate any school policies. The sentences are to be long and involving. The script
also should have dramatic effects. The vocabulary used should be suitable and
the content should be significant.

2) PROGRAMS- The editor should choose the programs carefully paying
attention to its educational value. The programs need to be evaluated carefully.
A standard should be maintained in the programs. Improvements must be maintained
by the editor.

3) PREPARATION- The programs ought to specify the grade and age level of
the audience for which it was prepared. A list of activities is also specified in
the telecast.

Check your Progress

5) What should the editor keep in mind while looking at the scripts in the TV/radio
programs?

13.7 EDITING BOARDS (BULLETIN, TACK-
BOARD AND FELT-BOARD)

Bulletin boards, tack boards ad felt boards are a device or a space specifically set
aside for displaying examples of students work, pictures, charts, photographs, clippings
and other learning materials. A felt board is any flat surface with at least one side
covered with felt and in this felt designs, letters, figures and shapes are pressure
stuck to the felt board. Formerly this space was thought as a place for pinning
notices without much attention being given to them. However the modern concept
is that the bulletin board has an instructional function to perform.

These boards can serve many values, they are as follows:

1) Serve as a place for the proper display of outstanding work done by the students.

2) Provides a suitable place for pertinent clippings, news, pictures, posters, photographs
and similar material.

3) Creates interest as we can see a group of students around an interesting board.

4) Affords a place for posting announcements, honor rolls, etc.

5) Unifies class spirit by creating a feeling of responsibility and ownership.

6) Provides for a common social experience through group effort in arranging the
display.
7) Furnishes an outlet for the creative and artistic ability of students.

8) Helps relieve bareness and bleakness in the classrooms.

9) Energizes work in the basic curriculum if properly coordinated with the instructional program.

The editor needs to look at several points while editing for such displays. He should:

1) CONTENT- carefully decides on the subject. There should be a stress on unity of one idea and one problem. The materials required should be carefully selected according to the topic. There should be captions and headings.

2) ARTISTIC ARRANGEMENT- must be maintained. The area should be uncluttered and attractive so the best displays must be selected by the editor. Color makes the board bold and forceful. One should plan for one color in the background and one or two correlated colors for the captions.

3) LETTERING- Enough spacing must be maintained in the lettering. This is essential as it ties the board together. Style, color, materials and other similar items must be attended to. Labels should be crisp, accurate and clear. The editor should have access to several prefabricated letterings in wood, plastic, metal etc. Textures used should be appropriate.

4) EDUCTIONAL VALUE- the board should interest the pupil. It should also have a learning value. There should be clearness in purpose and should be unified in idea. The content should be comprehensive and stimulate the viewer.

Check your progress

6) What are the points one will keep in mind while looking at the lettering of displays?


Editing Graphic materials (drawings, sketches, diagrams, charts, graphs, posters, murals etc)

The term graphics refers to the arts by which we express ideas in lines, pictures, sketches, and diagrams. The graphic arts practiced by etchers, engravers and lithograph for years, today are important both in and out of our schools. The drawings, sketches, posters, cartoons, graphs and charts we see on buses and street cars and along the roads are graphics. They all have one thing in common. They are functional art designed to arouse interest, and attention, clarify, present or sell ideas and illustrate and adorn facts which might otherwise be unnoticed or quickly forgotten.
It is important to discuss the various forms of graphics here. Drawings, sketches and photographs supplement one another. A diagram is a drawing which makes use of lines and conventionalized geometrical symbols but uses no pictorial elements. A chart uses graphic and pictorial representations to tabulate a large mass of information or to show the progression through space, time of a person, family, idea or institution. A graph on the other hand uses dots, lines or pictures to present interrelated statistical information. Last amongst this category are the cartoons that can be defined as an interpretative picture making use of symbolism and often bold exaggeration in order to present at a glance a message or point of view concerning news, events, people or situations.

Some of the advantages of graphics are:

1) These facilitate learning if properly constructed.

2) These provide information in a clear, succinct manner without wasting much time on extra information.

3) Graphs give the reader a vivid mental image of great value in the analysis, interpretation and comparison of such data as those involved in size, number, trends and growth.

4) Graphics give a clear, quick, interesting, brief and logical presentation of data.

5) Cartoons are easy to read and encourage reading. They also help in building up a vocabulary and are exciting and amusing. They are highly inexpensive and satisfy the children’s idea of art.

The editor should take special care while editing graphics. They are discussed below:

1) CONSTRUCTION- These should confirm to the general reading pattern of moving from the left to the right and from the top to the bottom. The graphic should not stand out alone and support from key words, pictures and other symbols must be used. Arrows must be used to assist the reader. All the sketches must be neat, titled and labeled and explained. The sources must be indicated. These should not just be a pretty picture but be of functional value.

2) GRAPHS- These aids should be large enough to be seen by all the members of the class. It should confirm to standard size. Only one idea should be represented. There should be plenty of open space, it should equal the filled in space. The editor should make sure that the graphs have contrasting colors and the titles should be brief and crisp. It should be accurate and attractive.

3) DESIGN- There should be one unifying idea presented in the graphic. The lettering should be bold and clear. There variety in design and motif must be maintained. The composition needs to be well balanced. The colors used must be accentuating and slogans should be apt.

13.8 EDITING MAPS AND GLOBES

A lasting peace can be based only on mutual understanding and geography is one very good way to understand the peoples of the world, their cultures and the effects that the environment have on them. This interdependence of nations caused by the complex structures of modern industrial civilization can be best realized by the study of maps and globes.
Maps are visual representation on a flat surface of the land and water masses of the earth, or some portion of it. While globes is an artificial sphere, on the surface of which is drawn maps of the land and water bodies of the earth or a representation of the heavens. Maps and globes serve many important functions. Given below are they:

1) They enable students to understand both relative and exact positions of political units, land masses and water areas.

2) They furnish information concerning areas, distances, directions, shapes, sizes and relationships.

3) Provide orientation and a means of visualizing large and remote areas.

4) Clarify descriptive material.

5) Provides a visual basis for comparisons and contrasts.

6) Provides a means for regional study.

7) Stimulates interest in people, geographical influences and places.

8) Enables students to trace migrations and distribution of peoples, vegetation, animal life and cultures.

9) It helps to understand the needs of the people.

10) It teaches us astronomical concepts.

11) Demonstrates earth’s form and motion.

12) Globes stimulate small group study and activity.

Teachers must strive to correlate map and globe study with other subject areas and its subject content can be meaningful. Since they are highly flexible they can be used in variety of manners. The editor should hence take special care while editing maps and globes. Some of the points are discussed below:

1) CONTENT- The map should represent important places, physical features and geographic relations from the geography course. The editor should ensure that the names and symbols must be part of the course outline. They should be of similar character and the content must be up to date and not outdated.

2) READABILITY-Maps and globes must be clear and the main features must be demarked well. The key must serve as a convenient guide to the symbols that are being used. If the map contains data and symbols that are not required in the pupil’s study it becomes difficult to use.

3) PUPIL INTEREST- Maps must be interesting and pleasing to the eye. However a beautiful map that pupils cannot read and use will not stimulate their interest.

4) TEACHING EFFECTIVENESS- A large map is impressive to pupils. An editor should look at it from their point of view. It should demand attention. Maps are available in different mountings; it should be practical and convenient.

5) GLOBES-There should be a clear distinction of colors in the globes. The names and the details should be legible. The globe should be easy to handle and must be sturdy. It should be able to be easily cleaned.
13.9 LET US SUM UP

Today the mass media of communication reach millions of people scattered over the face of the earth. Through this modern man is entertained, informed and is urged to act in a particular manner. This communication revolution has also reached the classrooms. This means with the help of support materials the teacher can bring the world into the classrooms. It means that the most abstract concepts can be presented in vivid, concrete forms easily grasped by the students. It means that the student can be stimulated to discover and to learn. It means that the teacher can hold the attention of every student in class. In brief, it means that teaching can be made more effective and interesting.

Editing of support materials thus is an important task and needs to be paid attention and focused upon. It can be time consuming but very rewarding. The experience can enrich the editor and he will thus be equipped well to meet the standards of both the publishing and the education industry.

13.10 CHECK YOUR PROGRESS

1) Teacher support materials are mainly used as supplements to instruction and are for enrichment purposes of the learner. They include motion pictures, photographs, slides, overhead projections, radio programs, board, and graphic materials like charts, diagrams, cartoons, maps and globes and three dimensional materials such as objects, specimens, models and displays.

2) The material should show errors and how to avoid them. The concepts should be repeated. The material should be organized well and there should be a title and a commentary.

3) RELATIVE SIZE OF ITEMS-The editor should ensure that there is something in the picture so that he can obtain a correct mental image of new objects in the picture. Pictures of rockets and missiles often show a man standing nearby. ACTION- The editor should oversee that the pictures if of living things show man or animals performing activities in their natural environment. Pictures which show action are more interesting than pictures of living subjects staring at the camera. PHOTOGRAPHY- The pictures should have professional quality. The lines and edges should be sharp and it should be neither too light nor too dark.

4) The slides should be representative of truthful situations. It should be natural. The size of the objects should also be in balance.
5) The editor should make sure that the script is of the right length for the time allowed for the program. He should make sure that the script does not violate any school policies. The sentences are to be long and involving. The script also should have dramatic effects. The vocabulary used should be suitable and the content should be significant.

6) Enough spacing must be maintained in the lettering. This is essential as it ties the board together. Style, color, materials and other similar items must be attended to. Labels should be crisp, accurate and clear. The editor should have access to several prefabricated letterings in wood, plastic, metal etc. Textures used should be appropriate.

7) There should be a clear distinction of colors in the globes. The names and the details should be legible. The globe should be easy to handle and must be sturdy. It should be able to be easily cleaned.

13.11 ACTIVITIES

1) Arrange a photography exhibit around some school activity.

2) Think of a subject that you could plan a slide show on. What are the criteria for selecting them?

3) Collect a dozen cartoons at random and evaluate them.

13.12 FOR FURTHER READING LIST


