Using Media in Teaching

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The **SAIDE** *Teacher Education Series*

Saide
South African Institute for Distance Education

Using Media in Teaching

Learning Guide

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Preface

The SAIDE Teacher Education Series

Using Media in Teaching is one of the modules in the SAIDE Teacher Education Series developed between 1998 and 2002.

This comprehensive multi-media series comprises:

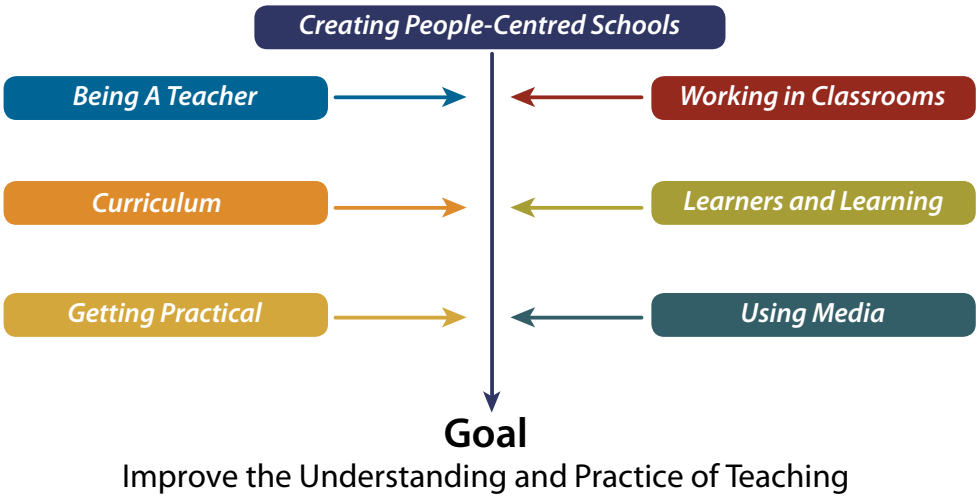
- Learning Guides, which operate much as a teacher does in structuring learning, explaining concepts, exploring debates in the field, and direct readers to other parts of the module at appropriate times;
- Readings which function as a 'mini-library' of edited readings for further exploration of concepts, issues and debates raised in the Learning Guide;
- An audiotape which use interviews and classroom events to develop the issues raised in each of the modules (not for all modules)
- A video which bring issues and debates from the modules to life (not for all modules).

Although designed to support the learning guides, the readings, as well as the audio and video resources could also be used independently of the learning guides. Used creatively, they provide valuable resources to support existing teacher education programmes.
This set of learning guides with accompanying readers develop teachers' abilities to use theory in practice; and to understand, intervene in and improve their practice as teachers. The diagram below shows the inter-relationships of the modules in terms of curriculum coverage.
From within a framing context generated by ***Creating People-centred Schools***

- ***Being a Teacher*** and ***Working in Classrooms*** cover the professional and classroom contexts within which teachers practise
- ***Curriculum*** and ***Learners and Learning*** provide a theoretical understanding of resources or tools teachers may draw on
- ***Getting Practical*** and ***Using Media*** draw on the above in guiding practice.

Curriculum and ***Getting Practical*** are available in second editions from Oxford University Press. The other titles are available on ***www.oerafrica.org***.

Inter-Relationship of SAIDE Teacher Education Modules



Components of the *Using Media in Teaching* module

The focus of this module is on how teachers might use popular media, textbooks and computer technologies to create a learning environment that equips learners with the knowledge and skills to live and work thoughtfully in a changing country. The model of teaching being promoted is one that:

- actively involves learners
- links schooling with learners' lives and experiences
- develops learners' critical thinking and problem-solving skills.

Two areas in which the content of the module could usefully be further developed or extended are with regard to the use of Open Educational Resources and the use of mobile technology.

Learning Guide

The different sections in this module present a coherent progression. However, the seven sections are downloadable as individual units.

1. Section One: How to use this module
   This section outlines the aims of the module, its structure and contents, explains why it focuses on media resources and provides guidelines on how to study the module.
2. Section Two: Developing a media-rich outcomes-based education
   Through the example of one teacher's learner-centred, activity-based practice, this section promotes understanding of how outcomes-based education can be enriched through the use of media resources. Although the focus is on an outcomes-based approach, the broad principles and examples are more generally transferrable.
3. Section Three: Using popular print media in the classroom
   This section identifies some popular print media formats and then, through examples and case studies, explores ways in which such media can be used to supplement teaching across the curriculum and develop reading, writing and speaking skills.
4. Section Four: Using popular electronic media in teaching
   This section identifies some formats used in popular electronic media. Then through examples and case studies, it explores how radio, television and video media can be used to supplement teaching across the curriculum in general and to help improve listening and understanding in particular.
5. Section Five: Understanding popular media
   This section explores media literacy and the ways in which both print and electronic media can be used to develop critical thinking.
6. Section Six: Using textbooks in teaching
   This section begins by exploring the differences between popular media and textbooks and why textbooks are central to teaching. It then discusses the strengths and limitations of textbooks as preparation for an exploration of how to select appropriate textbooks and then use them effectively.
7. Section Seven: Using computer technologies in schools
   Any description of computer technologies soon becomes outdated, but this remains a useful basic guide. It covers: examples of the diverse ways of using computers in schools; the use of CD-Roms, the Internet and e-mail to support teaching; and technology resourcing and planning.
   Although the section refers to a CD-Rom, most of the CD-Rom resources are outdated, so they have not been uploaded on to this site.

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Audiotape

The audiotape is linked to sections of the Learning Guide but contains discussions which could also be used in a free-standing way by anyone interested in the use of media in teaching. It includes interviews with teachers, as well as examples of media resources taped from radio or off a CD. The following clips are downloadable from www.oerafrica.org/teachered.

Part 1 → Teachers talk about the use of popular media resources in teaching.
Part 2 → Using popular media to teach language and literature.
Part 3 → Using electronic media in teaching.
Part 4 → Understanding popular media: Media literacy.
Part 5 → Using textbooks in teaching.
Part 6 → Using computer technologies in teaching.

Video

Like the audiotape, the video is linked to sections of the learning guide, but also offers much scope for creative use in free-standing ways. The following clips are downloadable from The following clips are downloadable from www.oerafrica.org/teachered.

Part 1 → Examples of popular media formats and an introduction to how media can become learning resources.
Part 2 → A teacher using a soccer video clip as a warm-up to a map-reading lesson.
Part 3 → Examples of teachers using popular print media.
Part 4 → Example of a teacher using a radio news broadcast to develop listening skills.
Part 5 → A film crew making an advertisement.
Part 6 → Exploring learners producing their own media in order to develop media literacy and other important language skills.
Part 7 → Example of use of a video documentary on volcanoes in an interactive way in the classroom.
Part 8 → Examples of teachers using a systematic approach to preparing and then teaching media-based lessons (Part 8 incorporates Part 7).

Acknowledgements

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The first edition was published by SAIDE/Oxford in 1999 under conventional 'All rights reserved'. This (slightly adapted) 2010 version is available digitally on ***www.oerafrica.org*** under a Creative Commons Attribution 3.0 licence to facilitate updating and adaptation by users. The processes involved in making the 2010 version available were managed by Ken Harley and Tessa Welch, with funding through the International Association for Digital Publications.