

# AIOU

## ASSIGNMENT: 02

COURSE CODE:

# 8622

SEMESTER SPRING  
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EST.

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# DIGITALSPOT

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## Course: Non Broad Cast Media (8622)

### Semester: Spring, 2021

#### ASSIGNMENT No. 2

##### Q.1 Write some suggestions regarding improving the photocopying process.

It is common for teachers out of good intention to automatically enlarge all printed materials presented to the student with a visual impairment and in the process, they may over-enlarge materials. Keep in mind that the goal is to provide the least amount of magnification for the student to access information. For accessing reading materials, it is ideal for the student to use low vision devices to view printed materials. This empowers the student to make their own adaptations and allows the student to access ALL printed materials, and not just those that have been enlarged. Math worksheets and maps that need labeling can present more challenges for students and these worksheets frequently need to be enlarged to provide the student with enough space to write and allow the student to see the details.

It can be a challenge to make quality copies and enlargements on the copier. Copying print, maps and charts on a copy machine can frequently create fuzzy and hard to read/discriminate copies. Additionally, the information can't always fit on one page. The following tips can help you produce quality copies that are legible and also make enlarged copies that fit on one page. When you need to copy maps, charts and diagrams, it is critical to have good contrast. If colored materials turn to shades of gray, it can be difficult if not impossible to distinguish the different areas and sections.

##### Making Good Quality Photocopies or Scans

- Make sure the copier's glass surface is clean
- If possible, use a copier with fresh toner (This may be a challenge in some schools!)
- Apply pressure to the book's spine to reduce center margin problem.
- If possible, select the copier's photo setting for best detail.
- If the item to be copied is small, place a white sheet of paper behind the item to avoid using excess ink or getting gray or black shadows on copies.
- When copying pages from a book, insert a piece of blank white paper between the pages. Make sure it is placed straight up and down, parallel to the edge of the book's cover.
- Adjust the paper so it lines up with the 8 ½ x 11" mark to ensure the paper is at the edge of where the copier will copy. The goal is for the copier to see the blank paper instead of the open space below the book cover's edge. This will prevent the black border from showing up on the edges.

It is ideal to obtain a copy of the worksheets and handouts in a word document as you can easily adjust the font size, but in many cases, these sheets are not available on the computer. When you must enlarge using a copier, be sure the copier provides sharp, clean copies. I have found the following steps to be helpful when creating enlarged copies. Your copier may be different, so modify accordingly.

1. Obtain 11x17 paper. (This will allow the enlarged copy to fit on one page.)
2. Open the side of the copier to manually load the paper.



3. Place paper on the tray.
4. Place the original paper horizontally and face down on the copy bed.
5. Select "Reduce/Enlarge"
6. Select "bypass" for paper size
7. Enter 135% (you can select "number keys" to manually enter or use up/down arrows)
8. Press "OK"
9. Check to ensure the page copied correctly.
10. Be kind and reset the copier for the next user!

## Q.2 Explain the computer assisted learning and its effectiveness on the teaching-learning process.

Computer Assisted Learning encompasses a lot of different technologies and ideas, but can be understood easily enough. The Intense School, which focuses on computer and information technology, summarizes it simply as “the use of electronic devices/computers to provide educational instruction and to learn.”

It might shock you to learn that some form or another of Computer Assisted Learning has been taking place in classrooms since the 1960s. CAL doesn't just involve computers, it also includes the use of other electronics such as CD and MP3 players (or record players in the 1960s), DVD players, tablets, smartphones and televisions. These tools can be used to better illustrate a point the teacher or professor is trying to make, or to heighten engagement among students.

While the use of CAL can be useful in any classroom, it's especially beneficial in language learning classrooms. In fact, it's so effective that it gets its own acronym too! CALL, or Computer Assisted Language Learning, is quickly becoming one of the preferred teaching tools among foreign language instructors.

Using CALL, language teachers can help their students retain more vocabulary and grammar by having them watch videos, play computer games, or even navigate the internet using only their target language. It also enables students to use that target language in a more active way, which helps them learn it more naturally than just rote memorization. The words and rules of the language become something more useful to them, so they're able to remember them better.

Here are just a few examples of how Computer Assisted Learning can be used to help students learn languages:

### Visual Learning

Many students are visual learners, and benefit greatly from seeing an image or an example of the terms being discussed in class. Computers are a great help with this, because teachers have the entire internet at their disposal. You can easily search the web for pictures of fruits, animals or even colors to help your students see what you mean and have an image to associate with the word you're describing.

You can also use videos from DVDs, YouTube or your own personal projects to help illustrate a point. Seeing something really happening or really being used in a video makes it much more real to the learner, so they remember it much longer.



## Listening Practice

Listening practice is a vital part of learning any language. CAL helps with this by enabling you to play music or record conversations, so your students can listen to the language being used naturally and in real situations. They can then emulate the speakers or singers and find their own voice in their new tongue.

## Tests

Computers are a great way to give students exams. You can either create your own test and have them sit at the classroom computers to take it, or you can find pre-written tests and other exam materials on the internet and use those in your lessons. Taking tests on the computer can help students feel less rushed and can make them feel as if they have more privacy than they would if they were in a crowded classroom.

## Games

Games are perhaps one of the best ways to use CAL in the classroom. Language students (especially young ones) love playing computer games or doing puzzles in their target language.

To them, it doesn't feel like learning—it feels like having fun. They won't even realize they are getting smarter as they try to get to the next level or solve a tough crossword, when in fact, they're learning and retaining more than they would have otherwise!

## Internet Searches

Another fun way to use a student's target language in the classroom is by having them do an internet search in said language. Activities like WebQuest begin with the teacher giving students a query to look up with a search engine. The students then have to find the answer using only their target language, which can be a real (but fun!) challenge!

## Online Courses

Last but certainly not least, CAL can include online courses. These courses can be taken on one's own time at home, possibly as a part of a full college course load, or they can be taken as a supplement to a language course they are already taking in person. There are hundreds of free or paid language courses to be found online, and many of them can be extremely effective.

## Some Disadvantages of Computer Assisted Learning

While CAL might seem like a flawless technique, it does have a few downsides. Here is a look at some of the disadvantages of using Computer Assisted Learning in your lessons.

### It Can Be Expensive

Cost is perhaps the biggest barrier to using CAL in the classroom. Computers, electronic devices and software are expensive. As such, having a computer for each student is just not a realistic goal for some classrooms.

### It Can Be Difficult for Teachers to Implement

Any time electronics become involved in something, it gets more complicated, at least initially. Teachers have to learn how to use the tech themselves before they can have their students use it, and sometimes the proper training can take up a lot of precious time. We have all had that teacher who wastes a bunch of time during the



lesson because they don't know how to use the computer or the overhead projector... no one wants to be that teacher!

### CAL Activities Don't Always Fit the Teacher's Goals

When using third-party programs, videos or lessons, it's sometimes hard to find one that exactly fits your needs or teaching style. There are going to be times when an online quiz doesn't have the exact words you want to test for, or that the video you are watching uses every part of speech you need to highlight. Teachers have to find a way to integrate CAL into their lessons without letting it dictate the material to be learned, and sometimes finding the balance can be tough.

### It Can Lead to Isolation Among Students

While an individual, personalized learning experience is a good thing, the isolation it can lead to is not. Just imagine a classroom full of students, each at their own computer, not looking at each other and only interacting with that computer in front of them. Socializing is an important part of language use, and we learn new things about language from interacting with each other. Students need other students to help them learn, and CAL can inhibit this.

Still, CAL can be an incredible teaching resources when integrated into the classroom. By using it to supplement your curriculum rather than dictate it, CAL can transform the ways students learn languages—or learn anything, for that matter!

### 5 Advantages of Computer Assisted Learning

There's a myriad of reasons to use CAL in the classroom.

Here are a few ways CAL can empower your students:

#### 1. It Caters to the Individual

With CAL, each student can go at their own pace and make progress in their own time. Computer lessons or games normally adapt to the individual based on their own progress, not on a set standard, so each student is able to have a more personalized experience.

#### 2. It Promotes Active Interaction and Use of Target Language

It is fine to sit in class and repeat words and make verb charts, but the real learning comes when you use that knowledge in a real situation. Students who actively using the language they're trying to learn helps them remember certain words or phrases better.

#### 3. It Lets Students See Their Progress

Again, the feelings of success and satisfaction are key to encouraging students to want to learn more. Because of this, CAL is a great method to use in the classroom. Students can easily see the progress they're making. Every time they solve a puzzle or get to the next level in a game or an online course, they feel as if they're doing well, which keeps them engaged in the lessons.



#### 4. It Breaks Down Complex Topics into Smaller Pieces

Sometimes it's tough for teachers to break down complex topics because they don't know the best way to go about it. Computer games and lessons do this for you, however, and break down material into bite-sized chunks that can be learned and retained more easily.

#### 5. It's Interesting and Engaging

Let's be real: A bored student isn't a good one. While some students adore lectures, many others require more stimulation to stay involved and actively learning. CAL is perfect for this, because it offers many ways for each individual student to engage and stay interested in the topic at hand.

#### Q.3 Discuss the advantages and disadvantages of audio visual equipment. Give examples of at least five equipment.

**Audiovisual (AV)** is electronic media possessing both a sound and a visual component, such as slide-tape presentations,<sup>[1]</sup> films, television programs, corporate conferencing, church services and live theater productions.

Audiovisual service providers frequently offer web streaming, video conferencing and live broadcast services.<sup>[2]</sup>

Computer-based audiovisual equipment is often used in education, with many schools and universities installing projection equipment and using interactive whiteboard technology.

Another audiovisual expression is the visual presentation of sound (visual music).

The **professional audiovisual industry** is a multibillion-dollar industry, comprising the manufacturers, dealers, systems integrators, consultants, programmers, presentations professionals and technology managers of audiovisual products and services.

Commercial audiovisual can sometimes be a very lengthy process to get it right. Boardroom audio visual can be installed for a number of reasons, but usually, it is because the executives of the organization/business wants to have meetings with colleagues/customers/suppliers around the world. When creating an array of boardrooms for customers it has been seen that you have to be able to balance the pattern from the audio and microphone so there is no interruption in the sound quality for the individual/s listening in.

The proliferation of audiovisual communications technologies, including sound, video, lighting, display and projection systems, is evident in every sector of society: in business, education, government, the military, healthcare, retail environments, worship, sports and entertainment, hospitality, restaurants, and museums. The application of audiovisual systems is found in collaborative conferencing (which includes video-conferencing, audio-conferencing, web-conferencing and data-conferencing); presentation rooms, auditoriums, and lecture halls; command and control centers; digital signage, and more. Concerts and corporate events are among the most obvious venues where audiovisual equipment is used in a staged environment. Providers of this type of service are known as rental and staging companies, although they may also be served by an in-house technology team (e.g., in a hotel or conference center).



Audio Visual Materials are important to all circle of learning that start from the lowest to the highest, including informal education that starts at home and then the nursery, primary, secondary, tertiary and University. So AVMs are recognized and accepted as essential means of increasing the effectiveness of teaching, learning and research purpose. AVMs can contribute much to teaching and research by stimulating interest, providing valuable information and expanding the horizon of experience.

Audio Visual Materials (AVMs) are those things can be understood by observing visual aspect of anything's.

**Types of Audio Visual Materials:** Broadly Audio Visual Materials are three types.

**1. Auditory Materials:** Auditory means of or relating to the hearing. This include:

- Recordings
- Tele-lecture
- Radio
- Sound Films
- Telephone, etc.

**2. Visual Materials:**

Visual Materials are those materials which we see and can be understood by observing the visual aspect of any object. They include:

- Projected materials- slide, film-strips, film
- Illustrated books
- Chart
- Picture
- Maps
- Globes
- Atlas
- Poster
- Models
- Drawings
- Cartoons, etc.

**3. Audio Visual Materials:** Audio Visual Materials are the combination of Auditory and visual materials. This may includes:

- Television
- Film
- Motion Picture
- Video tapes
- Printed materials with recorded sound
- Demonstration.



### Importance of Audio Visual Materials:

The use of Audio Visual device in teaching and learning has increased in the past few years due to the technological developments. Technology make the teaching and learning more interesting for the students as well as teacher. As a result a number of audio visual materials used in this sector.

Audio Visual Materials has a great impact on teaching and learning in education.

- Audio Visual Materials can create all of the reading materials more effective and attractive to all students in a class room.
- All the learning materials can be represented properly with accurate illustration with the help of Audio Visual Materials.
- These bring variation and diversity among the learning material for the convenient of the students.
- AVMs provide learning experience which could not have been provided more easily with traditional materials.
- These can make a real contribution that will be useful and effective in realizing learning goods.
- Audio Visual Materials (AVMs) creates better relationship between the students and teacher in the classroom.
- These can change human behavior significantly.
- Research work without Audio Visual Materials (AVMs) can't bear any fruitful results to the research scholar.
- For expending experience, AVMs play a dynamic role.
- AVMs contribute to the group learning situation.
- AVMs reinforce and add effectiveness to teaching procedures
- AVMs remove the extraneous matter of learning materials and get to the essence of it
- AVMs help to cut through the physical limits of time and space in a unique manner.
- AVMs supply a concrete basis for conceptual thinking.
- The attention getting power of AVMs, there ability to stimulate interest and there simplicity combine to help the student think consecutively about a subject presented in the class room.

### Q.4 Critically examine the procedure for establishing goals for non-broad media.

Planning—as applied to the Public Telecommunications Facilities Program—is defined in the PTFP Final Rules as “activities to form a project for which PTFP construction funds may be obtained.”

- A planning application and a construction application to implement the plan cannot both be submitted in the same application or in separate applications in the same grant round.
- Nonbroadcast planning projects may have a number of purposes:
  - To examine the feasibility of establishing or expanding a nonbroadcast facility, or
  - To determine how a nonbroadcast system might best be configured, or
  - To do all of these things.



- A nonbroadcast planning grant project needs to be designed to address a number of important issues in the Final Report on the project. Your nonbroadcast planning should:
  - Perform a comprehensive needs assessment.
  - Establish firm, precise goals and objectives for the system based on the needs assessment.
  - Select the type(s) of nonbroadcast technical system(s) you wish to use; e.g., fiber optic lines for T1 services; satellite distribution; ITFS; other microwave; online interconnections for web-based video, voice, graphics, and data services.
  - If you consider the use of digital technologies that could include a portion of a digital television signal for distance learning services, identify this proposed use.
  - A planning proposal for distance learning services may propose to use digital technologies to provide multi-media content using the digital television transmission infrastructure and delivered through a method that is not a typical broadcast channel.
  - Your Final Report must explain the basis for choosing your technical system(s) and what alternative systems were considered and why they were rejected.
  - Project staffing: If your project is for distance learning, you should determine how many staff will be dedicated to the project if it is constructed in order to operate, maintain, and administer it.
    - Staff training fits under this heading. Your planning should incorporate how you intend to provide sufficient — and continuing — training to the faculty who would be using the system, either as teachers or as mentors.
  - Determine what sort of advisory group would be desirable to ensure that the nonbroadcast distance learning system will continue to serve the needs of its users.
  - Indicate what sources of funding will be available for two purposes: (1) to provide the non-federal share of a PTFP project implementation proposal, if relevant, and (2) to support the eventual nonbroadcast system adequately over the long term.

**You must prepare a Narrative to address the six evaluation criteria contained in Section 2301.17 of the PTFP Rules and that are discussed in this section. The criteria are:**

1. Applicant Qualifications
2. Project Objectives
3. Urgency
4. Planning Qualifications
5. Financial Qualifications
6. Involvement of Women and Minorities

- Begin your Narrative with an Executive Summary of your project.
  - Make it a brief, straightforward statement of what you propose to accomplish.



■ Do **not** include any supporting arguments/justifications here; put them in the sections that follow.

- Then address the six evaluation criteria in separate sections of the Narrative.
  - We recommend that you address them in the order that follows and that you label each section with the name of the criterion being discussed to help the reviewers who evaluate your application.
  - Several of the evaluation criteria should also be addressed in Exhibits, as explained below.
- The Narrative is limited to a total of five pages for the Executive Summary and the first five criteria
  - You may make as much use as you wish of Optional Exhibits to provide a detailed explanation of any subject.
  - Give cross-references in the appropriate section of the Narrative to the Optional Exhibits in which you provide additional information.
- If your organization is a government entity, an Indian Tribe, or a non-profit organization that has received a prior PTFP grant, no further documentation of eligibility is required at this time.
- Your Narrative should describe ...
  - your organization,
  - its history,
  - and the resources it has (or will have) available to complete the proposed planning.
- Begin with a description of your project, including:
  - the community need that the planning is intended to address,
  - how you became aware of this need, and
  - what led you to apply for this project.
- Describe the number and types of organizations — if any — that will participate and cooperate with you in your proposed planning project.
  - Document the involvement of these organizations by providing letters of support, participation, and cooperation in Exhibit E (see below).
- Discuss how the project has been coordinated with any telecommunications services in the service area or with local, regional, or state telecommunications agencies.
- Discuss whether or not there are already-existing distance learning services in the area for which you want to plan.
  - Make clear why you must plan for additional services if there are existing distance learning services in the area.
- If you have done pre-planning, copies of any documentation that resulted should be placed in one of the Optional Exhibits with a cross-reference from the Narrative.



- You need to make a compelling case that justifies funding the proposed project during the current grant cycle.
  - You might discuss any negative consequences that may result if your project is not carried out at this time.
- If applicable, you should discuss why your project is timely in pursuing a unique or innovative opportunity to provide substantial potential benefits to a target audience.
  - Place supporting documentation that relevant groups/educational institutions intend to actively work with the proposed facility in Exhibit E or one of the Optional Exhibits.
- Your Narrative should address the following:
  - Proposed planning process and timetable.
    - Prepare a timetable for the project and explain what step-by-step procedures will be followed to complete your planning.
    - These items should be thoroughly described and are typically two to three pages of information in outline form.
    - Include them as separate documents placed in one of the Optional Exhibits clearly cross-referenced from the Narrative.
- Discuss how you will go about addressing the issues set out above.
- Staff or consultants. A planning project ordinarily requires a number of qualified staff members and/or a consultant organization or individual to ensure that the project will be conducted and completed professionally.
  - Describe the experience and capabilities of the staff members who will be involved in carrying out the planning project.
  - If you intend to use consultants, you should discuss the professional qualifications you expect of either consultants in general or of the specific consultants you identify as the ones most likely to work on the project.
  - Consultants must be selected in free and open competitive bidding. If you have contracted with a consultant to provide services such as pre-planning that may be considered directly related to this project, you must explain why you believe that the particular consultant is integral to the project. Your discussion should explain whether your project would be substantially hindered or delayed without the participation of the consultant in question. The Department of Commerce will determine if you may use the same consultant, or must use competitive bidding for consultants to carry out the project.



- You must incorporate into your planning potential funding sources to support the proposed facility if it is constructed. You must show how you will determine what financial support exists for
  - the construction and
  - the operation and maintenance of the proposed facility if it is built.
- You must incorporate into your planning potential sources of professional-level engineering to support the proposed facility if it is constructed. You must show how you will determine what professional engineering resources exist for
  - the construction and
  - the operation and maintenance of the proposed facility if it is ultimately constructed.

#### Q.5 Discuss the functions of a resource center.

Information plays an important part in the wider learning process - helping health workers to understand the context of their work, follow new approaches, undertake new responsibilities, improve their practice and remind them of basic concepts.

Learning takes place not only at workshops or on training courses, but also through discussions with colleagues, practical experience, and consulting newsletters, books and audiovisual materials. Resource centres can support a wide range of learning activities by making information available. By helping health workers learn, they can play a valuable part in improving the health of a nation.

A concern for equity - a key principle of primary health care - means that information, like health care, should be accessible to all. But in many developing countries, access to information is limited, especially information relevant to local conditions. Locally produced information is often unavailable, while information produced outside the local area may be inappropriate or too expensive.

Resource centres have an important part to play in improving access to information. A resource centre collects and organises materials that are useful to a particular group of people, such as health workers. Materials may be very varied, including training manuals, handbooks, reference books, directories, leaflets, posters, games, videos and samples of equipment.

However, a resource centre is much more than a collection of well organised materials. A resource centre actively seeks to share the information that it contains. Resource centre staff encourage people to use the materials. For example, they not only help people to find the materials they need, but they also disseminate information in the resource centre by producing and distributing locally adapted materials and information packs, holding training or discussion workshops, or arranging exhibitions.

A resource centre should aim to:

- create a pleasant environment for learning
- contain a relevant and accessible collection of resource materials (based on the actual needs of users)
- provide a range of information services
- encourage people to use the information in the resource centre



help users gain access to information from other sources.

Development organisations usually prefer the term 'resource centre' to 'library' to emphasise that this is an active, attractive place where people can relax and enjoy themselves, talk to each other and take part in meetings and training activities.

A resource centre can be any size, from a trunk of books or a few shelves, to a whole room or several rooms. A resource centre may be part of an organisation or an organisation in its own right. It may serve staff within the same organisation, people from other organisations, members of the public, or a mixture. It may be staffed by a volunteer or someone for whom it is only part of their job, or by a team of professional librarians and information scientists who are responsible for different aspects of managing the collection and providing information services. A collection of materials in a hospital or health centre meeting room, a few shelves in a room at a training institution, or a room in a community centre - all these are resource centres.

The larger the resource centre, the more important it is to have systems for knowing what materials it contains and where to find them. With a small resource centre consisting of a couple of bookcases, it is easy for someone to look at all the materials and find what they need. Perhaps all that is needed is for the materials to be grouped together by subject, and the shelves to have labels showing which subjects are where. In a larger resource centre, however, it would take too long to look through all the shelves, so it becomes necessary to classify materials in more detail and list them in a catalogue (for a medium-sized resource centre) or on a computer database (for a large resource centre).