

Audio-Visual Technology of the past

V.L. Jayasimha, Bala¹ Murali Krishna P²

¹ Professor, Dept of Microbiology, S. S. Institute of Medical Sciences and Research Centre, Davangere-577005, Karnataka

² Professor & Head, Dept of Microbiology, Andhra Medical College, Vishakapatnam, Andhra Pradesh

[Received: 23/05/2014]

Introduction :

Audiovisual aids in classroom can enhance the teaching methods and improve the student comprehension and reasoning. Now-a-days, technology offers many choices to the learned educator, who wishes to capitalize on new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audiovisual aids should be consistent with curriculum objectives and not to be segued improperly.

Visual learners understand the meaning through graphic portrayals such as illustrations, charts and diagrams. Teachers take time to compose the visual supplements to accompany their lectures which help them augment learning potential. The old age phrase that "A picture is worth 1000 words" still rings true, especially in today's image – technology submerged society.

In the archives of the audiovisual technology, the first technique of audiovisual education was used in training of the soldiers in World War II. "Diorama" originated in 1823 as a picture viewing device in France. It consisted of a piece of material painted on both sides. When illuminated from the front, the scene would be shown in one state and by switching to illumination from behind, another phase of it would be seen. Many Dioramas have been illustrated in the French Literature like Daguerre Dioramas, Gottstein Dioramas and Denny Stokes Dioramas.

The other audiovisual aid described in the literature is "Magic Lanterns". The Magic Lantern was not only a direct ancestor of the motion picture projector, but it could itself be used to project moving images which was achieved by the use of various types of mechanical slides. The concept of Magic Lantern is still alive in planetariums.

Recently I had been to Andhra Medical College and saw a distinct audiovisual aid. Andhra Medical College was established in early 1920 in Vishakhapatnam. The Pathology lecture hall of the college is decorated by a miniature lift. Just above the Pathology lecture hall there is a huge museum situated, with various types of

Pathology specimens (gross). If the Pathology staff intended to show the gross specimen in their lecture to the students, the required gross specimen would be shifted down to the classroom from the museum directly via the miniature lift.

The miniature lift in the classroom here is used by the teacher for direct visualization of gross specimen by the students which in turn increases the comprehension and retention regarding the subject. Miniature lift is used as an effective aid and a carrier so that the specimen for discussion is brought down and displayed. This can be very well adapted by new Medical Colleges by making the miniature lift as a source of teaching aid. The engineering model of the Britishers has also to be appreciated especially in construction of museum above and the lecture theatre below.



Miniature Lift



Lecture Hall with miniature lift

Acknowledgement : I acknowledge the Principal and staff of Department of Microbiology, Andhra Medical College for the information.

Address correspondence to:

Dr. V.L. Jayasimha

Professor, Department of Microbiology,
SSIMS&RC, Davangere-577005, Karnataka
Email : jayasimhavl@gmail.com

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