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TECHNOLOGY AND TRAINING: USING VIDEO – PRESENTATION TECHNIQUE AND COMMUNICATION SKILLS

“Even while they teach, man learn”
- Seneca

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Abstract:

The changes in librarianship brought about by extensive use of technology, the continuous Explosion of information, reductions in funding to support library services and programs, and rising costs of library materials are some of the forces that have and will continue to affect the work performed in libraries. One of the greatest challenges libraries face today is to prepare the staff that work in those organizations for the future.

Preparation of staff requires serious attention to Continues education of librarians and training.

One problem is what to teach and the other is how to teach, especially adults (librarians). We need to “still” from the other professions, from every effective presentation we attend. Experimenting with what works for others is how we find out what works for us. Teaching is

performance, and we (as a trainers) have to learn how to organize presentation and how to deliver it with maximum Effect.

Using technology in training process means involves some of the tools can help us in this process.

Video offers the opportunity to introduce a lot of creativity in teaching process. Motivational video or even videos that are not directly related to your topics allow for a great deal of flexibility within your presentation. Video involves perception, and that is the communication field. This visual aid can be helpful only in the case that is not too long, good create video story according some journalistic and movies making rules. Actual length can depend on several factors, such as the length of the seminar or topics relevance. Tapes in the 10- 15 minutes range are good for most purpose. Structure of the video presentation has to be creating in the way to keep audience perception on. Music also has to be involved. Like in some good commercial or journalistic story.

In this area of using video in teaching process we have to use elements from the mass communication science and journalistic theory. And very carefully look at the audience and try to feel how they react and what we have to change next time.

Intro: I am glad to presenting here for the first time and I am very grateful to Audiovisual and Multimedia Section and Education and Training Section of IFLA for give me opportunity for this.

I am coming from the public libraries sector, and I will speak here as manager, director of the Municipal Public Library “Milutin Bojic” and lecturer in *The Training Center for continuing education for librarians Library+* from Serbia.

Full text

The 1990`s is a decade of decision for librarianship. The changes brought about by extensive use of technology, the continuous explosion of information, reductions in funding to support library services and programs, and rising costs of library materials are some of the forces that have and will continue to affect the work performed in libraries. One of the greatest challenges that academic, research, public.. Libraries face today is to prepare the staff that works in those organizations for the future.

Preparation of staff requires serious attention to the human resource programs in our libraries and consideration of the needs and interest of all levels of staff, from the director to the entry-level library assistant. Human resources planning require a strategic approach, one that both focuses on the immediate issues and considers future needs. Library managers and administrators need to be adept at identifying the human resources issues in their organizations; able to design and implement programs, policies and procedures to address these issues in a timely and meaningful way; and willing to commit the necessary resources to support the full development of all staff.

An effective human resources strategy for the next century requires a firm understanding of the external forces and internal developments that affect staff in libraries, a framework for addressing human resources issues as important organizational concerns, and a set of specific actions to be taken to achieve desired results. The writings that follow offer a variety of perspectives on human resources management and what is needed to prepare staff at all levels for their future role and contribution in academic libraries.

The last twenty years have given us a taste of life in a world of rapid, continuous change. The one thing upon which futurists and experts in every field can agree is that this turbulent discontinuity in our environment will continue well into the next century. It means that, rather than preparing for something in particular, organizations and individuals must simply, like a boy or Girl Scout, ``be prepared``.

Preparation of stuff requires serious attention to Continuous education of librarians and training. One problem is what to teach and the other is **how to teach**, especially adults (librarians). We need to “still” from the other professions, from every effective presentation we attend. Experimenting with what works for others is how we find out what works for us. Teaching is performance, and we (as a trainers) have to learn how to organize presentation and how to deliver it with maximum Effect.

TEACHING IS PERFORMANCE

If you have any kind of budget for teacher preparation, I recommend making available to your new teachers some training in performance, such as acting and public speaking. We have been (in *The Training Center for continuing education for librarians Librar*) fortunate enough to be able to bring professor from Faculty of Drama into some of our teaching programs, and have learned some simple, mechanistic “tricks of the trade” from them that revolutionized our approaches to teaching. Learning how to breathe to relax, how to stand so you don’t poop out in the middle of a class, where to look at the audience so as not to get stage fright, effective voice modulation <from loud to soft>, how to mentally prepare for the class so that you are confident and will project that confidence. These are not tools that any of us learned in library school, or anywhere else in our academic preparations. Yet they can be passed on to your teaching group, quite quickly, if you bring in trained personnel whose business is to perform.

There are also commercial institutes and organizations that prepare individuals new to public life for public speaking, teaching how to organize a speech < both conceptually and physically on a page> and how to deliver it for maximum effect. It may not be feasible monetarily for all to receive such training, but it may be doable for the instruction coordinator to get such training and then pass it on in teacher training classes to others. Those of us who are comfortable with getting up in front of crowds can take this part of teaching for granted, and we shouldn’t. The actual “performance” is probably the most daunting part of library instructions for most newcomers. Giving them tools to get past the fear of public speaking may be the single most important thing you can do for your library teachers.

MAKE THE PRESENTATION VISUAL

When you are writing about adult learning another critical factor to consider is how your message is designed to appeal to the senses of the trainees in the room. One-or-two-hour lectures may be fine in a university setting, but they do not work well in the “ training world.”

How much do you still remember from those large lecture classes? What you do remember is often a result of the teacher’s ability to affect more than one of your senses during the presentation. When examining how your senses affect what you learn, we must consider not only which senses are most critical, but strategies for using these senses as well.

Which senses do you think are most critical in our learning process? A great deal of research has been done in this area, with some pretty interesting results. If you were able

to ask an infant, he would tell you the sense of touch is critical. It does not take too many lessons in touching the stovetop for this infant to realize it is hot. As the child grows, everything begins to go into the mouth. The sense of taste becomes a critical factor. Finally, reaching adulthood, we become bombarded with different educators lecturing to us, appealing to the sense of sound. That would be all well and good, if our sense of sound were not such a poor sense to rely on.

Numerous studies have been conducted to try pinpointing just what percentage of learning comes through which sense. Most break the numbers down approximately this way:

Taste	3%
Smell	3%
Touch	6%
Sound	13%
Sight	75%

The numbers are rather staggering when you consider how much time is often expended trying to get the words of a presentation together. I am not saying that the words we use will not influence what is going to be learned; I am merely interpreting these numbers to say that if you want people to remember your message, you had better **be visual**. Using the **two senses of sight and sound together** make for a very effective combination.

I also want to warn against overreacting to the sense of sight. One of the biggest mistakes made by inexperienced presenters is to attempt to be **too visual**. There is an old saying that pertains to the use of visuals:

If you emphasize everything, you emphasize nothing!

Appealing to the various senses to better communicate your message is a time-tested success story. As times, when teaching students this point in a seminar, I will purposely not be visual in certain areas and visual in others. When we review in the morning, guess which group has more trouble remembering the information taught? You got it; the group that was not exposed to any visual aids. This is the way that journalist and editors use visual aids, some titles are bigger than other, subtitles, than big pictures on the front page, there is only one sentence which has to involve you into the story. There are 5 answers on 5 main questions in every news on TV or in the paper.

- who
- when
- where
- what
- why

According to these five main questions when we went to lecturing we have to have some story, questions, answers.

TEACHING IS COMMUNICATION

When you teach, you communicate. Your tusk is to deliver the knowledge.

Principles of effective communication

Communication, whether oral or written, is all about understanding. Our aim should be to communicate a message successfully so that it is received as we intended it to be received, without any misunderstanding.

Effective communication can be achieved by being aware of the barriers which exist, and by considering carefully the following vital factors:

- What is the objective of the communication?
- Is it intended to give information, to persuade, to request, to inform?
- Who will receive the communication?
- What is the relationship between sender and recipient?
- What is the recipient's background knowledge and experience?
- Under what circumstances is the communication taking place?
- Why is the communication happening? Is it urgent, serious, dangerous, emotive, informative?
- **How will the recipient react to the communication?**
- **How will the message affect the recipient? Is it important?**
- Will the recipient be offended or angered? Will it achieve the desired aims?

Bearing in mind the above factors, we have a checklist for effective communication:

1. **Think clearly.** Think before you speak or write.
2. **Listen intelligently.** Remember that communication is a two-way process.

Listening is just as important as speaking. Similarly, try reading your written message as if you were the recipient, and consider if it will be effective.

3. **Select appropriate media.** Consider carefully the method to be used for

communicating your message. It should be appropriate to the desired objective.

4. **Time your communication appropriately.** Consider when the communication should take place, and how long it SHOULD BE.
5. **Use appropriate language.** Use words which are relevant to the topic and which will be understood by the recipient.
6. **Obtain feedback.** Obtain feedback to ensure that the communication was effective.

Feedback

When a message has been communicated, the sender should find out if it has been understood by obtaining feedback. Sometimes feedback is obtained which indicates that understanding has not been achieved. In such cases you should ask yourself why, rather than blame the recipient. Perhaps your expressions or your language led to confusion or misunderstanding. Perhaps your timing was poor. Perhaps your message was too long so that the main points were lost. Perhaps your tone or manner was inappropriate.

The important thing to ask yourself is how you failed in the communications, and how the communications should have been improved in order for it to be effective.

SCREEN AND THE GROUP

When we prepare our workshop or seminar we have to think about :

- a) determining the teaching methods and the needs
- b) objectives and outcomes, setting the stage
- c) describing the audience
- d) levels of instructions (discussions, consulting, prioritizing)
- e) deciding of the appropriate staff (finding, creating, becoming library teachers)
- f) personal contacts – teachers/participants
- g) infrastructure (equipment, timetable, teaching materials)
- h) feedback, evaluation, revision
- i) practical work – project tasks
- a) production of teaching materials - printed guides, workbooks, audiotapes, slides, computer-assisted instruction, interactive multimedia

When we teach we try to send the message/knowledge to the group of adult people in the most effective way using visual aids.

What is common thing in all visual aids - **screen. Why?** We are screen generations, growing up with television, video, computers, and mobile phones. We are used to receive messages from the screen ...we are used to decode pictures from the screen. Like the old good media theoretical Marshall McLuhan said “ **Media is message.**” Or the other :**One picture is 1000 words worth.**”

So, we have to think during our preparation about **screen and a group.**

We have to steal from every effective presentation we attend. Experimenting with what works for others is how we find out what works for us. We recommend that you teach a practice session, or several sessions, to the group. Putting yourself on the line is the quickest way to establish some trust among your teaching colleagues.

USING VISUAL AIDS – . Select appropriate media

Now we will talk about how you can enhance those words with visual aids. Ask a trainer about the importance of a well-prepared visual aid and he will sing its praises. Remember, **75 percent of what you learn comes from your sense of sight.** The more visual aids you use, the more your trainees can retain.

So why are they so often poorly used or not used at all? One reason is fear. There are risks you must take when using a visual aid. Fortunately, the rewards far outweigh the risks. The second reason comes more from our previous learning experiences. All of us, at some time in our lives, have witnessed a presenter who has had problems with the visual aids he intended to use. We swear to ourselves that it is not worth it.

Visual aids are just too vital to your training to avoid. You must use them to strengthen not only your trainees` retention, but your own presentation as well. The most commonly used visual aids are:

THE OVERHEAD PROJECTOR:

FLIPCHARTS:

SLIDES:
THE CHALKBOARD:
VIDEO EQUIPMENT

TECHNOLOGY AND TRAINING - USING VIDEO

Why video, and not the others?

1- Video offers you the opportunity to introduce a lot of **creativity** to your training. Motivational videos or even videos that are not directly related to your topic allow for a great deal of flexibility within your training. I attended a several management training course where video has been used brilliantly.

2 –The second benefit to using video within your training once again involves **perception**.

Video is naturally associated with a more high/tech level of training and for good reason. Video allows you not only to see dramatizations of situations relating to your subject, but to create them as well. You can accomplish this using a video camera, one of the most beneficial tools available in training. Despite what people might think and despite the appearance of an extra five pounds, the camera does not lie!

3-When you use video you have **attention**.

Regarding the proper use of video, you must get in the habit of testing the equipment before you use it. You must also check it early. When video equipment does not work, it is not the kind of visual aid that you can repair quickly. Five minutes before your seminar begins is not the time to check your equipment. Leave yourself enough time to take a stab at fixing it and then get a specialist in to help you.

When selecting a video, look for tapes that are not too long: "**Emphasize everything, emphasize nothing.**" Too many strong messages get diluted by tapes that are just too long. Remember, it is a visual aid. Actual length can depend on several factors such as the length of the seminar or topic relevance.

4-When you used the video you have **massage**.

And when you have creativity, perceptions, attention and massage – the people who attended your seminar have performance and they never forget what have been seeing.

When we lecturing we have to give some knowledge, presenting some skills. Using technology in training process means involves some of the tools can help us in this process. Video offers the opportunity to introduce a lot of creativity in teaching process. Motivational video or even videos that are not directly related to your topics allow for a great deal of flexibility within your presentation. Video involves perception, and that is the communication field. This visual aid can be helpful only in the case that is not to long, good create video story according some journalistic and movies making rules. Actual length can depend on several factors, such as the length of the seminar or topics relevance. Tapes in the 10- 15 minutes range are good for most purpose. Structure of the video presentation has to be

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In this area of using video in teaching process we have to use elements from the mass communication science and journalistic theory. And very carefully look at the audience and try to feel how they react and what we have to change next time.

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