

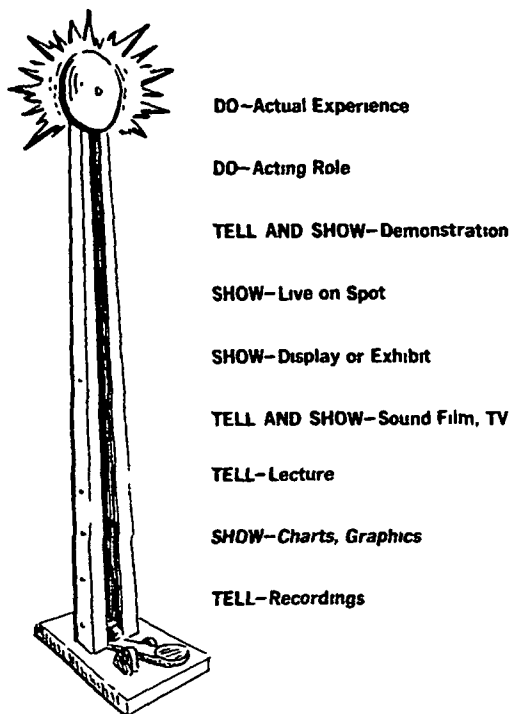


FIG 10-1 - Direct, actual experience "rings the bell" In measuring the impact of a presentation, the more concrete the medium of communication is, the more effective it is

"Audio-visuals" encompass several dozen communications tools, ranging from purely audio aids (such as recordings and amplifying systems) to purely visual aids (such as silent films and posters). The bulk, of course, depend on both sound and sight.

Audio-visuals serve as a communications media for transmitting messages used to inform, persuade, inspire, and entertain people, and to solve problems. They are the bridge through which a message travels between a sender and a receiver—between safety men and management, between safety men and workers, between management and workers and safety men. When a communications gap exists, it is usually not because there is nothing to say, it is usually because the right message did not get to the right person in the right way.

Direct experience is the best teacher. Looking, listening, smelling, tasting, touching, and manipulating stamp realism and meaning into a communication, and make a training program a learning program. These direct experiences frequently cannot be used because of practical considerations—lack of time, money, or skill. The communicator must, therefore, use more abstract means—sometimes contrived, reconstructed, or simulated.

Audio-visuals are more than mere aids to communication, they are the medium of communication itself. Hence the name, "audio-visual media."

Effectiveness of Audio-Visual Media

One should be aware of the range of audio-visual resources and their appropriateness both to transmitting the message content and to appealing to and reaching the other person or the audience.

Figure 10-1 rates various communications media on a relative scale of concrete-to-abstract experience. The more concrete the communication, the more effective it is. Mere words and sentences, whether spoken or written, not only provide relatively little meaning, but can often be misconstrued by the other person or persons. Designing a communication, or a training program, to take advantage of more concrete resources, as they are needed, takes more ability than merely knowing the subject matter. It demands an ability to use audio-visual media effectively, and to know when each can be most effective.

Another advantage for using audio-visual media is that it is estimated that about 90 per cent of learning takes place through simultaneous use of seeing and hearing. In addition to this reason, both management and workers are exposed to movies and television constantly, and they actually expect the use of audio-visual media.

Frequently, too much is expected of audio-visual materials. Just having an audio-visual available is not sufficient justification for

This chapter was revised by A. M. Baltzer, based on reviews by selected members of the National Safety Council.