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## A SEARCH FOR VISUAL AIDS TO SUPPORT EXPERIENTIAL LEARNING THROUGH THE 1990'S

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### ABSTRACT

This paper argues the proposition that currently and throughout the 1990's, the best media available as a means of visually aiding student's learning is the utilization of photographic slide presentations.

A discussion of Horwood's Model of Experiential Learning and the Communications Model serve as the primary bases for the paper's development of argumentative support. A discussion of production, technical, and economic considerations also provide support for the proposition presented.

### INTRODUCTION

Logistical requirements of taking a class of students to Visit a business facility can Sometimes create barriers for many faculty members in schools of business. These logistical problems result in the faculty member losing a valuable teaching aid and the students losing a valuable learning opportunity and have led many faculty to search for others means of providing the learning experience gained from looking inside business organizations.

In the last decade a large number of faculty have turned to visual presentations as an experiential learning aid. Many of the visual presentations are either a 16 run film or a VCR tape that is provided by a textbook publisher, a part of their university's film library or is rented from one of the many film libraries around the country.

Horwood's Model of Experiential Learning (1982) provides an experiential learning definition basis and aid to answering the question - How do visual aids compliment experiential learning?

#### Visual Aid's Fulfillment of Horwood's Experiential Learning Model Criterion

Visual aid presentations fulfill Horwood's first criteria of the human condition component by allowing the student to fulfill individual's upper level needs of Maslow's Hierarchy through an affirmation that their earlier reading interpretation of a theory or concept was or was not correct. The second criterion of transcending academic disciplines is met by a visual AID presentation of actual operations within a business setting assisting the student to recognize that the theory or concept is in actuality an integral component of organizational life after college. As a third component requirement of the experiential learning model, visual aid presentations provide many bases for group discussion as well as individual questions concerning the concept being presented. These questions and answers provide ample opportunities for group interactions and for individual independence. Fourth, visual aid presentations provide an implicit risk laden academic hazard for the students. This hazard is the risk of failing to adequately understand the material being presented. The three-part learning sequence fifth component seems well suited for a classroom experience of lectures combined with visual aid presentations. The readiness stage can be developed by the instructor skillfully introducing the concept about to be presented and visually aided. The action or performance stage is provided by a visual presentation of the concept being mastered by real people within a

real organization. The reflection stage can either take place during the classroom presentation or through after class analysis of the visual aids presented. The arguments above hopefully lead to acceptance of the proposition that visually aided presentations potentially fulfill the six criterion of Horwood's Model of Experiential Learning

#### The Best and Most Economical Experiential Learning Visual Aids Media For The 1990's

From a technical perspective, the limiting factor of the experiential learning visual aids communications chain becomes the media technologies utilized. From an financial perspective, the limiting factor of the experiential learning visual aids communications chain becomes the level of visual aids monies budgeted. Most faculties seem to have but three visual aid choices. We must use ancillary videos supplied by a publisher, rent a film or video; neither of which are specifically designed for our particular student body, or develop our own visual aid. In a study of the content of visual presentations, Golden (1987) determined that the quality and clarity of a photograph have a positive effect on the recall of the content. According to McComb and Robbins (1988), a technical system's resolving ability is determined by lenses and film emulsion. Typical TV pictures consist of no more than 340 vertical and horizontal lines drawn. Some claims of up to 700 horizontal lines are being made and high-definition broadcasting system holds a promise of 1200 lines. A direct capabilities comparison can not be made, but Rogers (1989) claims today's photograph still slide images represents approximately 2000 lines of resolution.

Booth (1987) claims that electronic still photography (ES?) exist as the image of the future. Kodak announced in 1987 a chip capable of seeing 1.4 million pixels. To make a second comparison to still photography, 35mm color print film rated at ISO 100 can resolve and record about 18 million pixels. The most appropriate media for the present and for the 1990's decade is and will remain to be the old familiar standby, a photographic slide presentation.

### SUMMARY

Use of photographic slides provides faculty an opportunity to present real world scenarios designed and composed for a particular audience's competence level. Faculty can enhance the student's learning experience by utilizing the most economical presentation media that currently and throughout the 1990s possesses the greatest level of transmission clarity.

### PUBLICATIONS

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