AUDIO-VISUAL MATERIAL (AVM):
A MUST IN TEACHING HISTORY

By: Hamilton Q. Cruz, Teacher II
P. Roman National High School

“Picture paints a thousand words”. What more if you play a movie or a film? Truly, using audio visual material in teaching history will help students to learn more about the past.

The prime objective if using Audio-Visual material is to give motivation on students. Using AVM will relive the content of the topic and it will bring greater familiarity to the characters being discussed. It will give them clear picture of people, surroundings and events that was usually heard before.

Because the greater part of the brain called “the right Hemisphere” is intended for visual thinking (Krug, 1967, 92), learning will become easier using AVM. Example of these are, picture, maps, charts, overhead transparency, museum collections, film-showing, arts and music. These may be used directly in teaching in introducing new topic of discussion, in giving lecture, reporting or presentations.

Picture is the most used visual aid in teaching. These can be simple pictures or with the use of modern technology, we use power point presentation or an overhead projector. Some of these pictures were captured or painted originally by the persons being discussed making them as the ‘primary’ sources. The teacher may ask the students what the picture depicts or create an analysis on the structure of the picture or painting. That will serve as a guide in giving lectures. In these way, the students will be more active in participating in the classroom discussion and the teacher will not only be the source of knowledge thereby enhancing the student’s critical thinking capabilities.

Other example is the use of ‘MAP”. There are different kinds of Maps: Topographical, Political, Cultural, Economic, Residential, and more. These are used to show the places of the events and the effect of the location on the particular era. For example, if we look at our maps, we
can see that the Philippines is an archipelago that is near in China. Here, we can conclude that one of the reason, why the U.S. got its eyes on us, during the Philippine Annexation issue on 1898, is the strategic location intended to create a base for his transaction economically with China. In this effect we can stimulate the student’s faculty of mind with deeper comprehension and critical analysis.

Film-showing is commonly used in all AVM, and believed to be the most effective. This may be based on truth or realistic live documentary, fictional or direct reconstruction of the past.

Documentary film is using primary sources that needs interpretations. Example of these are the investigation on the actual places (Dickinson, 1967, 127), historical events or interviews of the persons who really witnessed the historical accounts. “Bulubunduking Buhay” (Corre at Rodrigo, 1998) shows the Ifugao tradition and the challenges of modern times. We can also watch “Batas Militar” (Magsanoc-Alikpala at Tiongson, 1997) that tackles about the Marcos Regime particularly his dictatorship and its effect on the people.

Some of the film-showing are fictional, that maybe short in historical facts but still do have parallel concepts on historical data’s that will help construct ideas revisiting the past. Example of this is the film “Minsan may isang gamu-gamo” (Concio at FeleoGonzalez, 1976) that shows the effects of the U.S. Military Bases on Filipino lives.

There are also shows on TV that only reconstruct the past like Bayani (ABS-CBN Foundation, 1995-1996). It presents the event in a particular time, the looks of the character, their behavior, the way they act and their surroundings. That is the difference between the fictional and the documentary film. Documentary film use primary sources like the actual places, the actual people or the real material used, while the fictional or re-enactment movie only reconstructs the particular story.

In film-showing, the primary goal is to teach effectively and not to solely entertain the students. The teacher shall give several questions before turning the video on, so that the students may have guides in watching and they will carefully analyze the program with critical thinking. In
this way they will search for the substance of the film and not only to have fun. The students shall be required to write a reaction paper or to create a forum for discussion after the film-showing.

REFERENCES: