**Choosing and using Media/Visual Aids**

Training aids are useful tools to liven and animate a training session. It is important that training aids are incorporated correctly and appropriately otherwise they will be counterproductive. The following section will provide some suggestions on the use of training aids. It is vital that you make use of training aids discriminately. If used haphazardly they are likely to become distracting and a source of potential confusion.

There are 3 primary functions for training aids:

1. To add clarity to instruction
2. To stimulate participants
3. To enhance the learners orientation of training

To add clarity to instruction is considered to be the most important. Some topics are best presented visually. These topics automatically call for the supplement of some type of training aids, for example to understand the concepts of automatic matching and match criteria pass in intelliMatch there are several diagrams you can use. Samples of these visual training aids will be provided to you within the product knowledge training.

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| **Visual Aid** | **Advantages** | | **Disadvantages** |
| **Props and Models** | Provides excellent visual support. “Seeing is believing.” | Creating a model may be difficult. Objects may be cumbersome to bring to a meeting and may be too small to be seen well. | |
| **Photographs** | Can illustrate a variety of supporting images and details. | Can be costly to duplicate or enlarge. | |
| **Diagrams** | Excellent for conveying information about size, shape and structure. | Can be tedious if too detailed. | |
| **Graphs** | Good for showing trends, growth, decline, and correlation between two quantities. | Can be complicated and difficult to see and may bore the audience; use sparingly and keep them simple. | |
| **Tables, Lists, Bar Charts** | Good for showing key facts and figures, pros and cons, past and present performance, and other comparisons. | Can be hard to see, complicated to study if too detailed. | |
| **Pie Charts** | Can illustrate allocation of resources, departments, and divisions. | Might oversimplify or distort information. | |
| **Pictograms** | Uses images to chart information (e.g. four stars for a high rating). Good for illustrating information for lay audiences. | May be too simplistic, not effective if your presentation requires precise data. | |
| **Interactive Whiteboards** | Can be written on. Hand-outs can be produced. | Reliant on equipment. | |
| **Flip Charts** | Cheap. Simple to create and use. Interactive – good for brainstorming. Can be colourful. Portable. Can be pasted around the room for easy recall. | May be difficult to see, can look amateur, need good writing | |
| **PowerPoint** | Looks professional, very visible, Can use animation, links with internet | Relies on technical equipment. Can be passive. Tendency to use too much animation. ‘Death by PowerPoint’. | |
| **Slides** | Good for showing a series of images. Using a remote control is recommended. | Require the lights to be turned off. Speakers may talk to screen instead of the audience. | |
| **Hand-outs** | Useful for presenting complex information. Reduces need for note-taking | May distract the audience from watching the presentation. | |
| **Computerised Displays** | Excellent for displaying words or images in a series, similar to slides. | Technology can malfunction, can be difficult to see. | |
| **Videos/DVDs** | Effective way to convey a lot of information in a short time. Provokes discussion | May look homemade if not produced professionally. Can put people to sleep | |