



Use of Multimedia in Higher Education: Learners' and Teachers' Perspective

Dr. Bharat Bhushan

Associate Professor & Head,
Department of Computer Science,
Guru Nanak Khalsa College,
Yamuna Nagar

E-mail: bharat_dhiman@hotmail.com

Vikesh Sethi

Ph.D. Scholar
Department of Computer Science,
CMJ University,
Shillong

Email: s.vikesh@yahoo.com

Abstract: *The students of higher education have been receiving information in variety of terms on daily basis, i.e. multimedia channels. This becomes a challenge for the teachers to engage their students in class rooms. This paper provides an overview of effectiveness of multimedia techniques on students as well as teachers.*

Keywords: *Multimedia, technology, techniques, development, resources etc.*

Introduction

Our country is passing through a transition phase where almost every sector is experiencing change on one front or the other. Education sector which is known to be the most coveted sector and is backbone of any development is viewing for some changes keeping in view the developments world-wide. Apart from the spectrum of new concepts, philosophies and course curriculum the techniques have gained the front seat and the reform programmes and policies have duly envisaged the introduction and induction of such techniques and gadgets which seem to be restructuring the whole gamut of imparting education. The complete overhauling and restructuring requires monetary sources and the same are being invested to bring in the desired results. [1]

But the question that haunts is regarding effectiveness of such means and measures with regard to the structural constitution and characteristics of our country which is a blend of different hues, cultures, academic standards and economic brackets. The geographical and gender bias in the spread of means of education makes this structure more complex for uniform application of new means and techniques of imparting education. [2] The effectiveness of techniques clicks and proves itself only when both the stake holders i.e. the teacher and students try to get best out of it. The effectiveness of such new means and multimedia resources not only depends on the quality of such means but also on various other factors such as geographical constraints, economic hindrances, gender consideration, cultural and religion bias. The paper tries to explore the effectiveness of computer education and its techniques which can give a distinct look and sheen to this elite sector. [3]

It has always been the earnest desire of every enlightened and responsible human mind to accept changes for growth and development. Educating students through new means and techniques which can allure them towards classrooms and the curriculum and generate their interest toward the urge for learning more and more is the need of the hour. The effectiveness of such techniques depend heavily on which is being taught and through what means it is taught, by whom and for whom the curriculum is being framed. Various factors and person attached with these reforms do play an important role in getting desired results. The need is to explore various new research areas which can make the teaching learning process more enjoyable and effective.

Use of multimedia by students

The novelty and newness of any method always generates initial response and interest. The world of multimedia techniques, smart classroom concept, bagless schools, online examination system, all appear to be most attractive and alluring on the face of it, but to draw best out of these depends on the quality of receiver too. [4,5] The standard of education, the traditional outlook and conservative thoughts act as obstacles and barriers in the way of effective results of these new techniques in the field of education. The wide variety of knowledge having diversification in different fields, easy access to every kind of development world-wide would benefit only those learners who enjoy this education process and keep their outlook and vision open to new developments. The persons who have develops habit of analyzing things in their own perspective find such multimedia means a boon for their learning process. People confined to a few books and thoughts would certainly find these techniques odd to their psychology and would not eagerly accept their application. The policy makers should not get through the execution and implementation of such new techniques hurriedly. The desired environment and ambience where people are ready and equipped to receive and adopt such changes would have to be created first only then the sound and effective execution of multimedia means in education sector can be envisaged.

Use of Multimedia by Teacher

In a phase where old and experienced teachers on the threshold of retirement show reluctance to learn these new techniques and their usage, it obviously becomes tedious to implement and execute the new reforms in one go. One hand the experience and expertise of old and experienced teachers can be overlooked the other side eagerly avails. The youth adequately equipped with latest techniques in the field of multimedia and raring to go to best their knowledge and skills in the field of education. A lot depends on the teachers who are to use these techniques in the years to come. Creating atmosphere for the implementation of such latest techniques and their adaptability is also the responsibility of the teachers. Research needs to initiated with regard to paradox of experience and new techniques. The talk in favour of experience takes you a bit away from the implementation of these techniques while giving importance to the youth in new programmes and policies which favour new techniques in imparting education deprives us of the benefit of experience which is with elderly who are on the verge of retirement.

Conclusion & Suggestions for Future Research

Adhering to any path blindly is always dangerous. Emulating the experience and trends of developed western countries without gauging and listing one's own potential and working half heartedly and that also on half baked ideas would not get us to the destination of desired improvement in the quality of higher education. Careful analysis with cautious optimism, latest techniques and fields in which these techniques are desired to be implanted is need of the hour. Different perspectives and factors affecting them should be minutely explored and analysed so that the execution and implementation of multimedia techniques in the field of education can be effectively monitored. Developing one comprehensive plan for the whole country irrespective of various segments and strata of society would not be doing justice to the new means as different education status and different backgrounds impact on the learning skills of individuals. Some can adapt themselves to the changed means very easily while others are not eager receptors. The researches in this field are, therefore, in the asking which should crate ways and means to prepare proper and effective ground for the sound and confident looking implementation of new techniques in the field of education.

Analysis of human resources with regard to their potential and urge to excel in new spheres would have to be made and plans and policies based on the results of such analysis and research need to be extended. Not only the

research on the effectiveness of these scientific means is required but an effort should be made to explore human psychology regarding learning and teaching of these techniques because students and teachers are human being first.

References:

1. Butler, J. B. & R. D. Mautz Jr. 1996. Multimedia presentations and learning: A laboratory experiment. *Issues in Accounting Education*. 259-280.
2. ChanLin, L. J. 1998. Animation to teach students of different knowledge levels. *Journal of Instructional Psychology*. Vol 25. 166-175.
3. Cognition and Technology Group at Vanderbilt. 1996. Looking at technology in context: A framework for understanding technology and education research., In D.C. Berliner & R.C. Calfee (Eds.). New York. Macmillan. *Handbook of educational psychology*.
4. Craig, Russel J. and Joel H. Amernic. 2006. PowerPoint presentation technology and the dynamics of teaching. *Innovation in Higher Education*. Vol. 31 147:160.
5. Daniels, L. 1999. Introducing technology I the classroom; PowerPoint as a first step. *Journal of Computing in Higher Education*, 10, 42-56.
6. Drave W. 2000. Teaching online. River Falls, Wisconsin: LERN books
7. Ellis, Timothy. 2004. Animating to build higher cognitive understanding: A model for studying multimedia effectiveness in education. *Journal of Engineering Education*. January 2004.
8. Evan, Chris and Nicola J. Gibbons, 2007. The interactive effect in multimedia learning, *Computers & Education*. 49 1147-1160
9. Lowery, R. B. 1999. Electronic presentation of lectures—Effect upon student performance. *University Chemistry Education*. 3, 18-21.
10. Lynch, J. G., & T. K. Srull. 1982. Memory and attentional factors in consumer choice: Concepts and research methods. *Journal of Consumer Research*, 9, 18-37.
11. Mayer, Richard E. 2005. *The Cambridge handbook of multimedia learning*. New York. Cambridge University Press 1-635.
12. Mayer, Richard E. 2008. Applying the science of learning evidence-based principles for the design of multimedia instruction. *American Psychologist*. 760-769.
13. Mayer, Richard E. and Massa, L.J. 2003. Three facets of visual and verbal learners: Cognitive ability, cognitive style, and learning preferences. *Journal of Educational Psychology*, 95, 833-846.
14. Tannenbaum, Robert S. 1998. *Theoretical foundations of multimedia*. New York: Computer Science Press.