

USE OF MULTIMEDIA IN HIGHER EDUCATION

Sahil Munjal¹, Nikhil Singla², Sahil Jindal³
CSE (B.tech 5th SEM) Dronacharya College of Engineering
Gurgaon-123506, India

Abstract: *The typical undergraduate student of today is receiving information in variety of terms on daily basis, i.e. multimedia channels. This becomes a challenge for the educators to engage their students in class rooms. In order to assist educators in choosing from the myriad of multimedia options available, this paper provides an overview of what constitutes educational "multimedia" and presents research evaluations of their effectiveness.*

Key words: *Multimedia, technology, higher education*

I. INTRODUCTION

Educators continually search for more effective ways to engage their students during learning as well as to increase student learning outcomes. Various technologies have been touted as being able to provide the ultimate delivery mechanism to achieve these laudable goals. However, while the technologies purporting to provide solutions are changing at an exponential pace, the true effect of these technologies on learning outcomes remains unclear. The multitude of student (individual) variables plus the myriad of content and situational variables interact with the delivery mechanisms in such a way as to confound the applicability of many of the research results. This paper provides an updated overview of research on the use of multimedia for Educational purposes in order to highlight under-researched areas, and offers suggestions for future research projects that will help clarify the appropriate use of multimedia by educators. The paper begins with a review of what educators and researchers consider multimedia and its importance to the learning process. It then provides a representative though not exhaustive review of research findings to date, and concludes with areas of additional research to guide educators wishing to utilize multimedia tools.

II. BACKGROUND

Humans receive data through multiple channels, i.e. media, including audio and visual channels as well as touch, taste and smell. Multimedia is most commonly defined as the use of at least two of these elements: sound (audio), and text, still graphics, and motion graphics (visual). To date, the majority of the educational research projects do not include the other media of touch, taste and smell. The importance of multiple channels for delivery of educational content can be found in the theory of multi-channel communication which confirms that when information is presented by more than one channel, there will be addition reinforcement, resulting in greater attention and improved learning.

III. 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. 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 developed 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.

IV. 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 be 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.

V. 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.

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