



THE IMPACT OF MULTIMEDIA ON TEACHER'S BEHAVIOUR

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Abstract:

Multimedia encompasses the utilization of diverse media forms, such as text, audio, graphics, animations, and video, to communicate information or entertain audiences. It amalgamates elements like images, sound, video, text, and interactive content. This versatile tool finds applications in education, entertainment, business, advertising, and beyond. The advantages of multimedia include information retention, interactivity, creative expression, improved communication, increased understanding, and an enhanced learning experience. This survey aims to identify challenges, assess training needs, evaluate support systems, clarify policies, gather feedback on resources, explore classroom dynamics, and understand teachers' perceptions. The methodology involves conducting surveys to collect data for analysis and interpretation.

Keywords:

Multimedia, Enthusiasm, interaction, Holistic Development.

Introduction:

Multimedia:-

Multimedia refers to the use of multiple forms of media, such as text, audio, graphics, animations, and video, to convey information or to entertain an audience. This can include a combination of various elements like images, sound, video, text, and interactive content. Multimedia is widely used in various fields, including education, entertainment, business, advertising, and more.

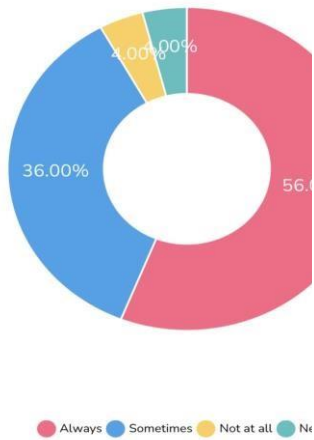
Advantages of Multimedia:-

- Information Retention
 - Interactivity
 - Creative Expression
 - Improved Communication
 - Increased Understanding
 - Enhanced Learning Experience
- Objectives of conducting the survey:**

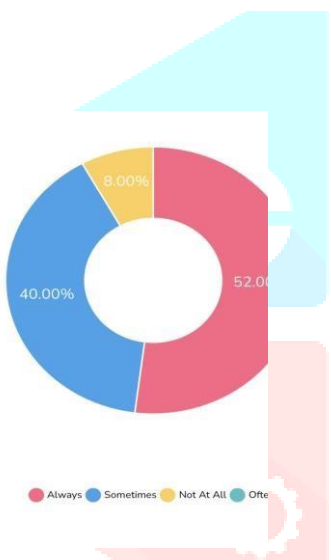
- To identify challenges
- To Gauge training needs
- Evaluate support system.
- Assess policy clarity.
- Collect feedback on the resources.
- Explore classroom dynamics.
- Major attitude in perceptions of teacher

Methodology: Survey Method

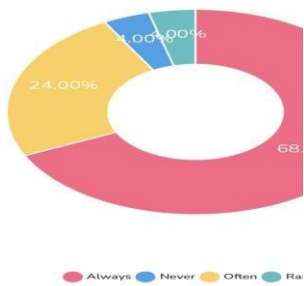
Analysis of data collected:-



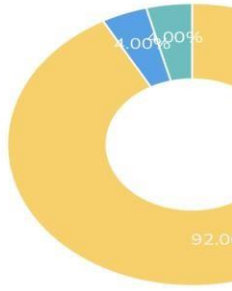
This data shows that out of 25 teachers only 56% teachers feel enthusiastic about teaching by using digital board/Smart board in their real classroom teaching. On the other hands 36%,4%,4% teachers feel the same enthusiasm sometimes, not at all, never respectively.



This data shows that out of 25 teachers only 52% teachers always satisfy their students in what they are learning by using smart board or videos is not only digital knowledge but also authentic or real-life based knowledge. 40% teachers sometimes satisfy their students for the same and 8% teachers are unable to satisfy their students for the same.

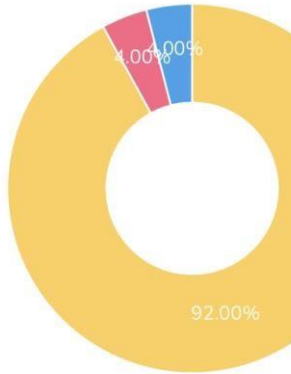


This data shows that out of 25 teachers only 68% teachers respect the individuality of students and 24%, 4%, 4% teachers often, never, rarely respectively respects the individuality of students.



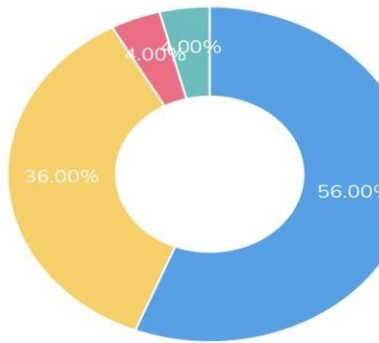
This data shows that out of 25 teachers 92% teachers believes that both scholastic and co-scholastic aspects have its own importance and 4%,4% teachers believe in coscholastic, scholastic aspects respectively for the same.

● Only scholastic aspects ● Only co- scholastic aspects ● None of the above



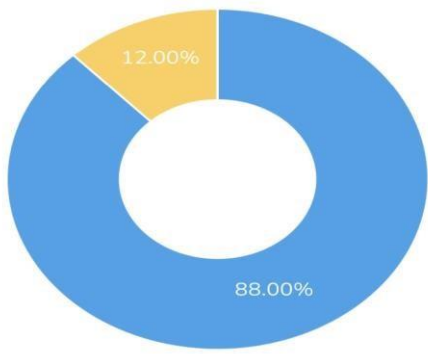
This data shows that out of 25 teachers 92% teachers believe that both (skill, practice) are equally important to use multimedia in their classroom.4%,4% think only skill, only practice respectively is important for the same.

● Only skill ● Only practice ● Both (Skill, Practice)



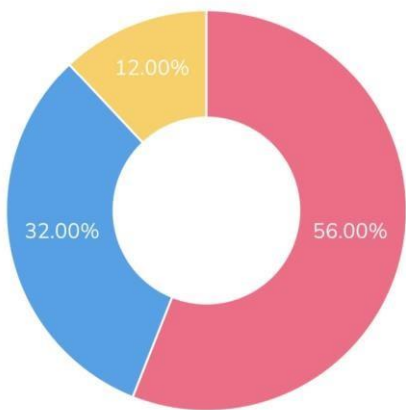
This data shows that out of 25 teachers only 56% teachers manage the multilingual students by trying to learn their language. 36%, teachers manage by restricting them to speak English language only and 4%, 4% manage by ignoring and by others respectively.

● By Ignoring ● By trying to learn their language ● By restricting them to speak English language only ● None of the above



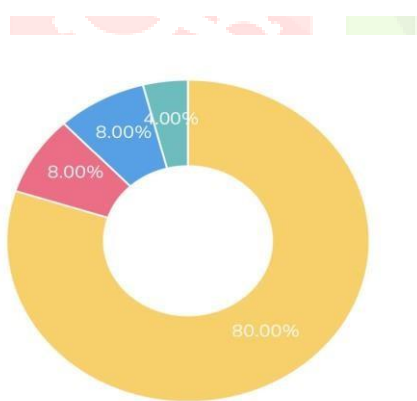
This data shows that out of 25 teachers 80% teachers manage a special child in an inclusive classroom by motivating and 12% teachers by giving harsh reactions.

● By ignoring ● By motivating ● By giving harsh reactions ● None of t



This data shows that out of 25 teachers only 56% teachers believe that student should speak more in the classroom discussion and teacher should listen more and respond as per the requirements. 32% believe that teacher should speak more, and students should listen more and 12% believe that only teacher should speak and listen

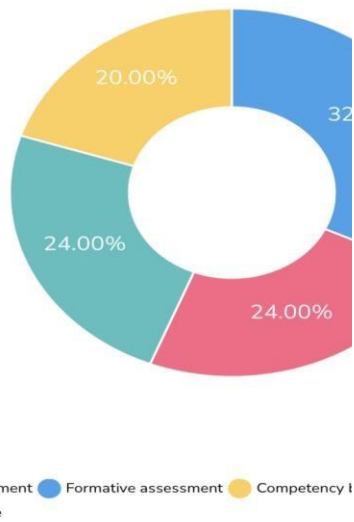
● Student teacher ● Teacher Student ● Only teacher ● Only students



This data shows that out of 25 teachers 80% teachers focus on Holistic approach and 8%, 8%, 4% teachers focus on scholastic, coscholastic, and non-scholastic approach respectively.

● Scholastic approach ● Co-scholastic approach ● Holistic approach ● Non-holistic approach

more.



This data shows that out of 25 teachers only 24% teachers believe that regular assessment reduces the pressure of coaching culture. 24% believe that regular, formative, competency all assessments helps to reduce the pressure of coaching culture and 20% and 32% believe that competency based and formative based helps for the same respectively.

Suggestions: -

This survey shows that most of the teachers are competent enough to implement NEP2020 policy's guidelines in their real classrooms situations but some of the teachers are facing some challenges, but they are working on it. Most of the teachers feel enthusiastic while using multimedia in their approach. They respect inclusivity, individuality, and diversity in their classroom but here I would like to suggest that Hindi speaker should not be demotivated by restricting them to speak English language only. Freedom of speech should be provided to all the students as teacher should always focus on Holistic approach.

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