Use of Media for Effective Instruction its Importance: Some Consideration

Dr. Ahsan Akhtar Naz[•]
Dr. Rafaqat Ali Akbar[••]

ABSTRACT

The purpose of this paper is to highlight the importance of media use in education especially for instructional purpose. This paper outline the theoretical foundations of the application of media to make teaching-learning more effective and efficient.

Introduction

A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver. Definition of media focus on use of technologies plus concepts and contexts (Dewdney & Ride, 2006, Flew, 2004, Heinich, 1996). Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

Instructional Technology/media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. It greatly enhance the

[•] Associate Professor, Institute of Communication Studies, University of the Punjab, Lahore
[••] Associate Professor, Institute of Education & Research, University of the Punjab, Lahore

effectiveness of communication. If it is properly designed, skillfully produced and effectively used have great influence on teaching & learning because it produces impact of:

- Save time
- Increase interest
- Hold attention
- Clarify ideas
- Reinforce concepts
- Add tone
- Prove a point
- Aid memory (Mohan, T. et al, 2001)

Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media for effective instruction of such students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning. (Heinich, et al. 1996).

Every application of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective (Locatis & Atkinson, 1990).

Types of Instructional Media

The different authors (Borich, 2002, Brown, Lewis, Harcleroad, 1998, Kemp, 1998, Mehra, 1992, Chandra, 1989, McArtney, 1973) give classifications of media in different ways on the basis of those classifications a common grouping/types of media may be made as:

Print Media i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, poster etc.

Graphic Media i.e. Overhead transparencie Charts, graphs Models, dioramas, Maps, globes

Photographic Media i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images etc.

Audio Media i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc.

Television/Video i.e. Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext etc.

Computers i.e. Minicomputer, Microcomputer etc.

Simulations and Games i.e. Boards, Written, Human, interaction, Machine etc.

The impact of use of media may increase by applying the following principles.

- Select material with appropriate attributes
- Introduce material to learner by relating it to prior learning and indicating its relationship to present objectives.
- Present material under the best possible environmental conditions
- Get feed back from viewers/learners.
- Evaluate interial impact (Heinich etl. 1996, Brown, Lewis, Harcleroad, 1998, Kemp & Daylon, 1998).

A teacher can make more effective use of media if he/she understand underlying concepts about teaching-learning process. Behaviorists stress external control over a learner's behavior, so specify behavioral (performance) objectives; instructional design and media are highly structured. While cognitivists stress internal or learner control over mental process, so specify cognitive objectives, allow learners to employ their own cognitive strategies. Instructional design and media is less structured (Hoban, 2002, Klein, 2002, Wisker & Brown, 1996, Ausubel, Novak and Hanesian 1978).

Teaching and learning are considered complex processes, influenced by different multiple factors, including use of media or instructional aids, which results active involvement of learners and makes teaching more interactive. The importance of interactive learning or academic engagement is reflected from the following quote from killen Roy:

> *"Instructional activities must be arranged so that students have appropriate opportunities to engage in meaningful learning (as opposed to rote learning). Academic engagement will be evident when students are on task, focused on important issues and consciously striving to learn. Students*

need to be seriously engaged in learning in order to achieve deep understanding. Academic engagement is closely linked to students commitment and motivation and to the nature of interactions within class room social systems"(Killen, 2003:19).

In order to make the learning experiences of the learners more concrete and realistic, teachers has to use and prepare specific teaching materials. These instructional gadgets help teachers to clarify, establish and correlate concepts of learners. It also help to teach abstract concepts in a meaningful way.

"Teaching aids certainly amplify teachers effortful presentation more into influencing instructions. The use of variety of teaching aids has successfully transformed most classrooms from traditional setup, where teachers do most of the talking and students are passive listeners, into participatory learning centers facilitating productive learning.   (Thomas, 2008:106)

Conclusions

The instructional-aids assist educators to transmit the knowledge in an impressive way giving diversity to classroom teaching and making learning more effective. Following are the conclusions drawn on the basis of review literature about media/teaching materials that offer teachers powerful means to make their teaching effective to achieve specific classroom objectives:

- It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge. This is mainly because it provides interactive learning environment due to which learning experiences becomes more meaningful and satisfying.
- It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.
- It give classroom instructions a more scientific base and enables teachers to transfer the knowledge in an organized way and more systematically.
- It are appropriate teaching tools which helps teachers to draw and fix the attention of students towards teaching. Attention and

concentration betters students learning and improves classroom discipline.

- It enhances comprehension skills and the clarity of communication can be greatly enhanced by using them.
- It helps in stirring the imaginational, thinking process and the reasoning power of the students.
- It helps the teachers to save their time and energy. Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it.
- It also serve as ideal tools to review the learning outcome and to evaluate the completeness of certain learning.
- They open out greater scope for interactive learning and offers opportunities of individual learning.

Recommendations

Keeping in view the importance and impact of media on communication, teaching and learning in class, its suggested that Government should allocate special budget provision to provide media/instruction material and gadgets to the schools both at elementary and secondary level. The teachers or schools may be provided opportunity of in-service training for media use in classrooms. Teachers Education institution should put more emphasis on the practical training for prospective school teachers in addition to theory courses i.e. teaching methods, instructional technology etc. Media/Instructional technology resource center may established in teacher training institutions.

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