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Synergising Blendspace for Effective Instruction

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ABSTRACT

Multimedia is a computer-based presentation technique that incorporates text, graphics, sound, animations, and video elements. A combination of these elements grabs the viewers' attention and retains it. The multi-sensory inputs address the different learning needs and styles of different users and enhance the entire experience for the user. The main aim of the study was to find out the effectiveness of Online Multimedia Package using Blendspace in Teaching of Educational Psychology. The experimental method was adopted, single group pre and post test. Multimedia package was prepared by investigator by using Blendspace. Teacher made achievement test prepared by investigator to examine the effectiveness of Multimedia lesson. The finding of the study revealed that, post test achievement mean scores was higher than pre test (Conventional Method of Teaching). Hence, study empirically proved multimedia lesson was very effective than traditional methods.

Keywords:- TV, PC, CBT/WBT

I.   INTRODUCTION

Technology has helped to improve the quality and pace of activity as well as productions in most aspects of Human Endeavour. Computer is one of the most important and powerful impact in the fiber of science and technology. Multimedia is a combination in several forms form on point to another. Technology has enabled us to arrange that those points could be situated within one room within a city or country or located anywhere on the globe. The transport media could be of copper or fiber, radio or optional waves. The form of information could be text audio or video (still or moving) and the terminal could be fixed or mobile, projection screen on TV tube, notebook, computer or PC (Navdeep Kaur, 2014).

The concept of Multimedia is based on the cognitive theories and is completely learner oriented. The term Multimedia indicates that, "more than two media of communication are involved in a learning package or instructional procedure". In multimedia technology different audiovisual media are used sequentially. The synchronization of different media will make instruction efficient. More over it facilitates the individual variation of the learner.

Multimedia also has an enormous impact on education. With the growing popularity of multimedia among academic fraternity, sophisticated elearning packages are used to train and educate people world over. The most common version of such packages are the Computer Based and Web Based Tutorials (CBT/WBT). These are self-paced learning aids that are either available on CD-ROMs or on the Internet. As mentioned, these tutorials are self-paced. So, the learner can learn by himself, at a pace and time that he is comfortable with. Plus there is no instructor; the learner does not have to travel to a location to attend the class. This eliminates the logistical problems of getting together people from different parts of the world.

II. REVIEW OF RELATED LITERATURE

Navdeep Kumar (2014), Effectiveness of Multimedia Approach in Teaching of Arts at Secondary Level; In this study, the investigator found that the multimedia approach plays an important role in improving the achievements of students and suggests that a teacher should use multimedia approach in teaching in the classroom.

Owolabi Olabode Thomas1 and Oginni Omoniyi Israe (2014), conducted study on Effectiveness of Animation and Multimedia Teaching on Students' Performance in Science Subjects; The findings therefore revealed that there was a significant different in the performance of students exposed to cartoon style multimedia teaching and those that are conventionally taught.

III. NEED AND SIGNIFICANCE OF THE STUDY

Teachers must know about the science of behaviour of learners. Children pass through different stages of development as infancy, childhood and adolescence. These development stages have their own characteristics. If the prospective teachers know these characteristics he can utilize them in imparting instruction and moulding their behaviour according to the specified goal of education. Multimedia based teaching is very effective and stimulates the student learning process. Investigator chose online learning platform to create multimedia package. Blendspace is good online learning platform, a user can create multimedia based lesson within a five minutes. It user friendly online learning platform, teacher can share the lesson through social networking sites.

IV. STATEMENT OF THE PROBLEM

Today teachers are digital Natives and they were born and brought up with new digital technology. Online Multimedia Package is very useful, a person can open the package anytime and anywhere with one who have computer or smart phone with internet connection. Hence, present teachers trainees prefer "Effectiveness of Online Multimedia Package using Blendspace in Teaching of Educational Psychology".

V. DELIMITATION OF THE PROBLEM

- The present study was delimited to private college of education in Dindigul district.
- This study was delimited to the use of multimedia approach.
- This study was delimited to only selected topics such as Human Growth and Development and different stages of development (Infancy to adolescence)

VI. VARIABLES OF THE STUDY

- Multimedia lesson as independent variable and B.Ed Trainees' as depended variable

VII. OBJECTIVES OF THE STUDY

- To compare the effect Multimedia based Lesson and the conventional teaching in terms of B.Ed trainees' Achievement in Educational Psychology.

- To compare the mean of pre and post test mean scores to effect the Multimedia based lesson on achievement in Educational Psychology

VIII. HYPOTHESIS

- There is no significant difference between the pre and post test mean scores on Achievement in Educational Psychology

IX. METHODS AND PROCEDURES

The investigator adopted experimental method to find out the effectiveness of Multimedia Lesson for Learning Educational Psychology. The investigator selected specific topics from Educational Psychology of syllabus of Tamilnadu Teachers Education University. Topics such as Human Growth and Development: Meaning, Definition, Characteristics and Principles of Growth and Development and Difference between growth and development; Different stages and Dimensions of Growth and Development (Infancy, Childhood – Pre and Post childhood, Adolescence). The investigator prepare online multimedia package for above selected topics by using Blendspace online learning platform. Investigator finally embed the multimedia package on Edublog (http://edugandhigramruralinstitute.wordpress.com). Students were visited that edublog and play the multimedia package and engaged the learning process.

X. DESIGN

The one group pretest and posttest design

When an experimenter use this design, investigator measures dependent variable before the independent variable X is applied or withdrawn, and then takes its measures again afterwards. The difference in the measurements of dependent variable, if any, is computed and is taken as the amount of change as a result of the application or withdrawing of independent or treatment variable (Lokesh Koul, 2013,p-147).

XI. SAMPLE

O	X	O
Pretest	**Treatment**	**Posttest**
Mean of the criterion test	Teaching through Multimedia Package	Mean of the criterion test

The purposive sampling technique was adopted. A sample consists of 15 student teachers of first year B.Ed trainees was selected from Sri Ragavendra College of Education, Singarakottai, Dindigul district. Out of 50 student teachers, 15 samples were selected.

XII. TOOLS

The teacher made achievement test was prepared by investigator. A question paper consist of 10 one marks, 10 two marks, and 4 five marks, totally 50 marks on achievement test in Human Growth and Development and Stages of development. The investigator has covered questions based on Knowledge, Understanding and Application.

XIII. STATISTICAL ANALYSIS

- Descriptive statistics such as Mean and S.D, Skewness and Kurtosis were used
- Inferential statistics 't'-ratio were employed

XIV. DATA ANALYSIS AND INTERPRETATION

Table 1.1 Descriptive Statistics of Pre test Achievement in Educational Psychology

Single Group (Control and Treatment)	N	Mean	S.D	Skewness		Kurtosis	
Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre_test	15	25.53	3.137	-.317	.580	-.946	1.121

Table 1.1 shows that, pre test scores marks were normally distributed. The values of skewness of the pretest scores of all the dependent variable fall between +1 to -1 and the kurtosis values between +2 and -2;
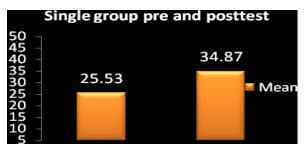
H_0: There is no significant difference between the pre and post test mean scores on achievement in Educational Psychology

Table 1.2 Compare pre and post mean scores on achievement in Educational Psychology

Methods	Test	A.	Mean	SD	df	t value	P value
Conventional	Pretest	15	25.53	3.137	14	7.92	.000
Multimedia	Posttest	15	34.87	4.389			

Fig 1.1 Single group pre and posttest scores on Achievement in Educational Psychology

The table 1.2 shows that, mean pretest and posttest means scores are 25.53 and 34.87 on achievement in Educational Psychology respectively. The calculated 't' value is significant at 0.01 level (p value .000) which shows that there is significant difference between pretest and posttest mean scores on achievement in Educational Psychology. The B.Ed trainees' post test achievement mean score is very higher than pretest. Hence, multimedia lesson is very effective. Hence, above null hypothesis is rejected.

XV. FINDINGS

In the light of above-mentioned interpretation and discussion the main conclusions of the study are given below:

- The posttest achievement score was higher than pretest – Conventional Teaching methods
- Multimedia Lesson empirically proved, significant impact on students achievement in Educational Psychology

XVI. EDUCATIONAL IMPLICATION

- Multimedia Lesson showed that very effective for learning Educational Psychology. Hence, this approach may be extended into others subjects also like English, Science, Social Science etc.,
- Multimedia Lesson enhances the students learning process. Hence, teacher prepare multimedia package to appropriate subject content.

XVII. CONCLUSIONS

The study shows that the Multimedia lesson plays an importance role in improving the achievement of students on Educational Psychology. Many research studies revealed that, effect of multimedia lesson enhance the students learning process and enrich their retention. So teacher should use multimedia package in teaching in the classroom which can make her easier and students can achieve better than conventional teaching.

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