The Place of Educational Media in the Effective Utilization of the New Curriculum Module in Nigeria

Babalola, B. K.
School of Education, College of Education
Ikere-Ekiti, Ekiti State, Nigeria

ABSTRACT

This paper examines the place of educational media in the effective Utilization of the new curriculum module in Nigeria. It equally delves into the historical development of Educational Technology as well as its application with the aim of solving the problem which teacher encounter during the utilization of the new curriculum module. This paper observes that these educational media are meant to appeal to learners' sense of touch, smell, sight and hearing. At the same time, they are useful supplement to direct verbal communication in the classroom, because people tend to forget what they are told but are more likely to remember the experiences which they gain by examining and manipulating objects or representing them in the form of drawing, photographs and all the likes. Among other remarks the paper submits that educational media will help make education more productive through increasing learning by providing worthwhile experiences for the learners that teachers alone may or cannot furnish.
Keywords: *Educational Media, Curriculum, Utilization, Teaching, Learning.*

INTRODUTION

Educational media or aids refers to all forms of information carriers that can be used to record, store, preserve and transmit or retrieve information to promote and encourage effective teaching and learning activities. Educational aids according to http://festival.roshd.ir/en/magazine/index.php can be divided in two categories based on their roles in teaching process, criterion-based educational aids and facilitation-based educational aids. The criterion-based educational aids are the ones that seek for the learners' description, paraphrase, recreation and characterization of their efficiency of knowledge. In other words, these are part of learning criteria and bring in the goals of educational activities like educational instruments in technical and professional major or the cars in the driving teaching. Checking school population explosion can be done through educational broadcasting. Under this type of programme, learners are made to stay off the various designated receiving/listening centres. What this means is that, the learners do not all have to converge in a classroom to receive lectures but only have to stay and receive lectures at those designated points. By so doing, overcoming challenges or obstacles which might result if they all have to meet at a point is reduced if not removed totally (Kolade-Oje and Babalola, 2008). Educational media are equally self-supporting devices that can be used by educators to present a complete body of information in the teaching process. According to Akinyemi (2006) as cited in Kolade-Oje and Babalola (2008), the traditional practice of education stands short in coping with the demands that are expected from present days teachers hence

educational media emerge as a viable means of enabling teachers cope with most of the emerging problems of teachers in the classroom, as contained in http:/thepuppysplace.blogspot.com/2010/09. Arsyad (2003), in teaching and learning activities using the media says the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, educational teaching aids of view, educational technology, teaching aids, and explanatory media. The same source has Gerlach and Ely (1971) point out three major characteristics of the media thus: (a) the characteristics fixative, (b) manipulative traits, and (c) distributive characteristics. These according to the source are as explained below.

Feature fixative (Fixative Property): These characteristics are developing the ability of media to record, store, preserve, and reconstruct an event or object. With the characteristics of this fixative, the media allows a recording events or objects that occur in a certain time to be transported without knowing the time. These characteristics are very important for teachers because the events have been recorded with the existing media formats and can be used at any time. Similarly, student activities can be recorded for later analyzed and criticized by fellow students either individually or collectively.

Manipulative traits (Manipulative Property): Transformation of an event or object is possible because the media has manipulative traits. The incident, which took place several days, can be presented to students within two or three minutes with the media-making techniques of teaching time-lapse recording. Media capabilities of the manipulative traits require earnest attention because in case of an error in setting back the sequence of events or cutting (editing) the wrong parts, there will be also an error of interpretation which of course will be confusing and even misleading, so can change their attitude towards the undesirable.

Distributive characteristics (Distributive Property): This characteristic allows an object or event to be transported through space, these events are presented simultaneously to a large number of students to experience the same relative stimulus of events. Once information is recorded in any media format, it can be reproduced several times and ready to be used simultaneously in different places or used repeatedly in one place. Over the years, as highlighted in http://www.studentsnewise.com..., researchers believe that early learning and intellectual stimulation are important for a child's ability to learn more thoroughly and subsequently in the future. However, what they have not found out yet is if educational media can actually help foster a child's learning ability.

For years, child development experts have been debating the role of educational media in a child's ability to learn words, numbers and sentences. What exactly can educational media like touchscreen devices and interactive media characters contribute in the development of a child's learning ability? New studies have started to come out regarding the roles of educational media in a child's learning process. Some of these examinations and results have yielded positive results while some are still questioning the viability and moderation of information that can be coursed through an interactive device. Of course, there are also concerns about how this can affect a child's social behaviours. There are still some apprehensions that learning through educational media will turn the child away from

actual personal relationships and interactions. As part of its contribution, this stdy is therefore evaluating the place of educational media in the effective utilization of the curriculum module in Nigeria. The aim is to assist in solving the problems which teachers encounter during the utilization of the new curriculum module in Nigeria.

HISTORICAL DEVELOPMENT OF EDUCATIONAL MEDIA

The history of educational media is as old as man. The use of visual instruction dates back to the stone age. A period when visual aids such as stone pebbles, sheiks and cowries were use to enhance effective communication and learning. Right from then, men has sought ways of improvement. Hence, the historical development of educational media shall be approached by classifying it under the following:

(i)   *The Stone Age:* This is the age of when stones and other concrete objects were used as educational aids or media.

(ii)   *The Printing Press Age:* This is the age when books where printed. It is still obtainable today. The most common medium encountered in school learning is still the book. As a learning medium, the book can be characterized by the primary feature of its technology (that is, stability), by its symbol systems (printed text, pictures, and graphics), and by the way it influences specific processes (reading). The primary symbol system used in books and other print media consists of orthographic symbols that, in Western culture, are words composed of phonemic graphemes, horizontally arrayed from left to right. In most printed school media, this arrangement is stable—unlike the marquee in Times Square, for example, which uses the same symbol system but a different and transient technology. The stability of the medium has important implications for how learners process information from books and magazines: it aids in constructing meaning from the text.

(iii)   *The Mass Communication Age:* The age when mass media became very relevant in the educational up bringing of people.

(iv)   *The system Technology Age:* The is the age when several forms of technology influenced learning. According to Robert B.Kozma, the Director Centre for Technology in Learning, SRI International in 1994, television or any video medium differs from books in several ways that may affect cognitive structures and processes. First, the technology of these media makes both their verbal and visual symbol systems transient rather than stable. Linguistic information can be orthographic (as in captioned films); but more often it is oral and, like the images on the screen, disappears quickly. Because of this transience, and because the two symbol systems are presented simultaneously, learners may process the information in video media very differently from the way they process similar information in books and magazines. It is also possible that the symbol systems and their transient nature affect the mental representations that learners create. Students are frequently unable to connect their symbolic learning in school to "real world situations" but the transformational capabilities of the computer can help them make this connection Kozma (1994).

Educational Technology entails the application of educational mass media like radio, television, and printed materials as well as other gadgets that are designed to facilitate teaching and learning in the educational process. Little research has been done on learning with multimedia environments, primarily because the field is still evolving and most efforts within it are focused on development. However, multimedia present the possibility of combining in a single instructional environment all the technologies, symbol systems, and processing capabilities of the individual media described above. Examining how we might use each of these aspects individually and in various combinations to facilitate learning is an important direction for current and future research (Kozma, 1994). Computer technology plays a central role in multimedia environments: the computer coordinates the use of various symbol systems and processes information it receives, collaborating with the learner to make subsequent selections and decisions. This role according to Kozma (1994), is essentially the same whether the specific multimedia format in use is interactive video or hypermedia.

Educational Technology entails the application of educational mass media like radio, television, and printed materials as well as other gadgets that are designed to facilitate teaching and learning in the educational process. These educational media are meant to appeal to learners' sense of touch, smell, sight and hearing. At the same time, they are useful supplement to direct verbal communication in the classroom. People tend to forget what they are told but are more likely to remember the experiences which they gain by examining and manipulating objects or representing them in the form of drawing , photographs and all the likes. Not only will they remember, they are likely to have a deeper understanding of the particular objectives, situations and or phenomena (Best, 2001). Most educational media appeal to the eyes and ear that is why they are also referred to as audio –visual aids. The chalkboard and the textbooks are viewed as aids too – they are aids which are often treated separately because they are readily available and widely used tools for teaching and learning. They are educational resources to which most teachers and student have easy access. The educational media being applied to the teaching and learning situations these days were first produced for home use but later got adapted for educational uses by educational planners and teachers.

EDUCATIONAL MEDIA AND ITS RELEVANCE IN THE TEACHING AND LEARNING PROCESS

In our complex world, students need to learn more and better from their environment because the possibility of learning from direct experience (i.e. the direct action or touch of the objects or learning phenomena by students) cannot exist in all areas. Therefore, the way of teaching these phenomena is very complicated (http://festival.roshd.ir/en/magazine/index.php). The goal of such teaching is to enable students to experience scientific phenomena up to a great extent by their direct (or at least close) involvement. When students acquire more experience in their life, they will be able to successfully increase their findings and understandings about the environment around. On experience, the Holy Prophet has stated, "The experience is higher than knowledge." Therefore, we can grant more possibilities to

students by selecting and using educational media correctly and thoughtfully. The Educational media are all instruments and possibilities that can make easier, better, long-lasting and effective learning conditions in the educational environment. These possibilities include tools (electric instruments), materials (transparent sheets, films, etc.), and educational conditions (film shows, scientific cruise) (http://festival.roshd.ir/en/magazine/index.php).

The educational media are not new; however, the media have existed since the beginning of teaching. It goes without saying that the first media were teacher's explanations, blackboard and chalks. After that, pictures, recordings, radio and television, video and computer created a new way in teaching process (http://festival.roshd.ir/en/magazine/index.php). Not long ago, the media were called "audio-visual educational aids" (such as electric instruments like projectors), but in fact the educational media are in higher ranks than educational aids. They can affect learning process if appropriately used. Media are necessary to make effective communication in teaching. Now the educational media are inseparable parts of teaching and learning process. They are not tools or materials to support education anymore; they are educational data by themselves. The role of educational aids in learning- teaching process lies on the state of transferring concepts (http://festival.roshd.ir/en/magazine/index.php).

Researches have shown that good educational aids have effective role in transferring, inferring and affecting the concepts. The most important of them are:

1. They make a tangible basis to think ahead, create concepts, and cause students to resort less to abstract concepts.
2. They create interest in students' learning and turn their attention to educational topics.
3. They provide necessary basis for gradual and supplementary learning and make it perpetual.
4. They give real and actual experience to students and motivate them for more activities.
5. They provide cohesive thoughts in learning process.
6. They are effective in the development and growth of concepts in student's mind and help the development of words semantic domain.
7. They transfer rapid educational meaning and concept more.
8. They provide students with some experience that cannot be acquired from other ways, so they increase their mental development, deep understanding, and learning level.

The educational media when pragmatically applied during the utilization of the new curriculum module according to Kolade-Oje and Babalola (2008) will help in the following ways:

1. Making education more productive through increasing learning by providing worthwhile experiences for the learners that teachers alone may or cannot furnish.
2. Making education more child centred by providing alternative path with a variety of resources so that learning can take place according to the learners' study of performance.

3. Making learning more immediate by bridging the gap between the inside and outside classroom by means of the experience that educational media can provide.

4. Giving learners equal access to education where ever they are through the portability of the various materials (audio and video cassettes/discs, filmstrips, film, self-study packs, etc.) and through the use of effective delivery system (air transmission cables, satellite) for transmitting information,

5. Giving instruction a more scientific touch by providing a framework or systematic instructional planning.

6. Supplementing the teacher by enhancing his effectiveness in the classroom.

7. Enhancing overall productivity via instructional media and systems which do not depend upon the routine executive of many instructional processes or clerical mechanical chores.

8. Bringing in varieties and thus breaking monotonous oral instruction in the classroom

9. Enriching students learning because it widens the scope and aid the understanding of the learners beyond the basic information need of the course.

10. Checking limited provision of facilities like classroom, study hall, library, among others.

11. Providing teachers' educational material and facilities to continually update and upgrade their professional skills.

12. Arousing the interest of learners and motivate them to learn meaningfully.

13. Supplementing direct classroom verbal communication and or interaction between teachers and learners.

14. Providing learning guidance through individualized learning study packs thus removing the much dependence on teachers for learning. This provides learners with the opportunity of learning on their own without coming in contact with teachers.

CONCLUSION

This study investigated the place of educational media in the effective Utilization of the new curriculum module in Nigeria. There are clear evidence that the application of educational Media to the education process will go a long way in solving some of the problems which a teacher might encounter during the utilization of the new module. Thus far, all that have been discussed are pointers to the roles which educational media can play in the teaching and learning proess, hence practicing teachers are encouraged to adequately utilize the educational media if the quality of education in Nigeria is to be improved. This will eliminate the fear as believed among some teachers that the application of educational media in teaching will pave away for lost of job among teachers.

REFERENCES

Akinyemi, A. A. (2006) as cited in Kolade-Oje and Babalola, B. K (2008). *A Guide to Educational Technology*. Ado- Ekiti: Tomol Publishers.

Best, J. W. (2001). *Research in Education* (6th ed.) New Jersey: Eagle Wood Cliffs.

Kolade-Oje, O. T. and **Babalola, B. K.** (2004). *Educational technology, theoretical and practical approaches*. Ado- Ekiti : tomol publishers.

Kolade-Oje, O. T. and **Babalola B. B.** (2008). *A Guide to Educational Technology*. Ado-Ekiti: Tomol Publishers.

Kozma, R. B. (1994). The Influence of Media on Learning: The Debate Continues. SLMQ, 22, 4 *http://www.ala.org/aasl/asslpubsandjournals/slmrb/editorschoiceb/infopower/selctkozmaht*... Assessed on 4/19/2013

Schramn W. (2001). *The new media: To educational planners.* Paris: UNESCO International Institute for Educational Planning

http://thepuppyspalace.blogspot.com/2010/09/types-of-educational-media-in-teaching.html. Assesssed on 4/19/2013

*htt://festival.roshd.ir/en/magazine/index.php2010-03-25-17-36-38/horse-racing/63-horse- ...*Assessed on 4/19/2013

http://www.studentnewsie.com/early-learning-using-educational-media-to-be tackled-in-a-... Assessed on 4/19/2013