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EFFECTIVENESS OF MULTIMEDIA-LEARNING PACKAGE ON LEARNING EXPERIENCE OF STUDENTS IN HINDI SUBJECT



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Abstract:-In the present scenario, technology is the backbone of all organizations. Electronic communication is not merely an enhancement to business processes but an essential tool, regardless of whether it is a profit making or non-profit making organization. This research will focus on students information via Integrated Learning Environment. In its simple form it is an electronic communication tool but it can also be used as multimedia learning facility for students. Ideas, thoughts, views can be shared between teachers and students and shared between peers, while teaching learning process.

Keywords:Multimedia-Learning , technology , organizations , Electronic communication .

INTRODUCTION

According to Cross (1998) "We thought we could take the instructors out of the learning process and let the workers gobble up self-paced (i.e, don't expect help from us) lessons on their own". Computers are mainly used for storing and manipulating data and help to assess student performance. The same software and hardware can be used as a vehicle for teaching most of the computer-aided based courses. The educational material in a Multimedia-Learning system has to be very carefully structured so that the student can follow a logical path through the lesson. Multimedia-Learning systems have evolved into complex systems; so that it can often be difficult for a teacher/ developer to know the best regime to follow when starting to develop a Multimedia -Learning system.

The Significance of Multimedia-Learning Package in education

Multimedia "is the combination of various digital media types such as text, images, sound and video, into a multi-sensory interactive application or presentation to convey a message or information to an audience" Tolhurst (1995). Multimedia can be seen as an effective instructional tool for delivering information to users. This is because it allows information to be illustrated using various media and including sound, text, and animation hence creating a more stimulating learning experience. Lindstrom summarizes multimedia as "providing a means to supplement a presenter's efforts to garner attention, increase retention, improve comprehension, and to bring an audience into agreement" (Lindstrom, 1994). As technology advances and becomes ever more sophisticated the use of multimedia as a platform for teaching, especially in an e-learning environment, becomes more feasible. This is due to the availability of Multimedia personal computers (MPCs) which are fast, powerful and which are able to process all

media elements quite effortlessly and more quickly with the aid of multimedia software that is user-friendly, Peled (2000).

Barnard (1998) emphasized that the main attributes of computers is the ability to store and retrieve large amounts of data and information, and also to allow the programmer to write programs that can present this information in an easily understandable form (alongside the requirement that this functionality be performed at high speed). Hang (2003) agrees that these and some other, attributes make computers an ideal medium for use as a teaching machine (an aid, not a replacement for the teacher). This is said to be in part due to the proliferation of the computer, the rise of the internet, advancement in technology capabilities, declining hardware and software costs, pressures to economies on faculty teaching time, and the belief among many educators that e-learning is as good as more traditional teaching formats, if not better, (Lieberman 2002, p.44). Lieberman (2002) also performed a comparison of interactive tutorial and computer-assisted instruction (CAI) by conducting surveys on students and concluded that both interactive tutorials and CAI are effective teaching formats. As with any technological development the use of computers has the possibility of dehumanizing the learning process. Hwang (2003) investigated whether there is evidence to prove that the effect of computers on the personality of students is significant, especially for the more nervous students. However Letterie (2003) has observed that typically only a small percentage of students from both the upper and lower ends of the education stream receive any personal attention from the teacher, and direct interaction between teacher and many students up to secondary level, and in some cases beyond that level, is limited or non-existent. In addition, learners within higher education are progressively expected to be independent and autonomous learners. Therefore, there

is a supportive role that e-learning, if properly integrated, can play to enhance the mutual benefit of all stakeholders.

Tse-Kian and Mai (2004) discuss the incorporation of multimedia into the instructional process which should result in a union between the educational content and the multimedia technology. The combination of content and technology are targeted to create multimedia content applications that will be multi-sensory, visually challenging to the students and above all promote interaction. This means that students can have an interactive experience within the topic being discussed, and the impact of this experience would exceed the conventional textbook-type learning experience. Hence multimedia can help establish a greater level of comprehension and retention of the topic, Browell (1996).

Bradshaw (2005) explains that books and computer screens differ in many ways and that there are several downsides to electronic texts. Conventional textbooks do not require any power supply or network connection and hence can be used anywhere. Electronic text will require a computer screen for display which may not be as compact as a traditional textbook where you can take a book out whilst on the bus (but may store more information). Despite the availability of a Personal Digital Assistants (PDAs) and laptops, these are still not convenient for a quick browse. Laptops will require a power supply after a small number of hours and the screens of PDAs are small for reading texts and moving through larger content. These drawbacks have slowed down the uptake of electronic texts according to Bradshaw (2005) however there are factors that outweigh these disadvantages. Electronic texts also have strong and unique strengths in meeting the needs of the students – the learners. An electronic text has the capability to incorporate simulations and employs a style well-suited to a learner's needs.

STATEMENT OF THE STUDY

Effectiveness of multimedia-learning Package on learning experience of students

In Hindi subject
Objectives of the study

Following were the objectives of the study

To study the effectiveness of multimedia-learning Package on learning experience of students in Hindi Subject.
To study the students experience towards multimedia-learning Package on students learning experience.
To construct rating scale for teachers to select units from VIII class Hindi textbook, Gujarat State Education Board of school textbook, Gandhinagar

Hypothesis of the study

1. There will be no significant difference between mean scores of pre-test and post-test on students learning Hindi subject.

Sample of the study

The sample for present study comprises of 70 students and 40 teachers who teaches Hindi subject at the

school. Convenient sampling technique was used.

Tools Used for the study

Researcher had collected necessary data using rating scale, Pre-test as well as Post-test, students experience sheet.

Research Design

For the present study single group pre-test post-test design was used.

Technique used to analyze data

The researcher has used t – test and content analysis to analyze the collected data.

The Experiment

Having understood the concept of multimedia learning package, the aim of study was to find the effectiveness of Multimedia-Learning package and learning experience of students learning Hindi. The main focus is on Multimedia tools and their incorporation into selected topic in Hindi Subject in order to support the Multimedia-Learning environment. The researcher gave rating scale to the teachers of class VIII teaching Hindi subject. The purpose of giving rating scale was to select the content on which multimedia learning package can be design. Pre-test based on the selected content was prepared and administered on the students of class VIII. After selection of the content and administering pre-test multimedia learning package was develop and implemented. Post-test was administered on the same target group. The researcher collected experience from students who had learned Hindi using multimedia learning package.

Data Analysis and Interpretation

The researcher had used t-test to analyze the collected data of students learning Hindi through multimedia learning package.

Following table represents the analysis of collected data and its interpretation

Table 1.1

Test	Number of students	Mean	Standard Deviation	t- value	t - table	Level of significant
Pre-test	70	44.46	16.14	13.78	1.96 (0.05)	0.01
Post-test	70	74.53	8.54		2.58 (0.01)	

In table 1.1 computed t - value is 13.78 which was greater than that of observed value i.e. 2.58 at 0.01 level of significant. So the alternate hypothesis “There will be no significant difference between mean scores of pre-test and post-test on students learning Hindi subject.” is rejected at 0.01 level of significance. Thus alternate hypothesis, “There is significant difference between mean scores of pre-test and post-test on students learning Hindi subject” was accepted. Thus multimedia learning package was found effective for class VIII students learning Hindi.

Moreover the experience sheet of students regarding learning Hindi through multimedia learning package was analyzed using content analysis

DISCUSSION AND ANALYSIS OF RESULTS

Thus the findings of the study revealed that multimedia learning package was found more effective in learning Hindi for class VIII students. The students found learning package interesting, joyful. The learning becomes long lasting. The lack of concept clarity was decreased. Students felt that Hindi should be learned using multimedia learning package. The positive attitude towards the Hindi learning was developed.

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