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Parents Expectation of Classroom Teaching Practices

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Abstract

Multimedia and animation may evoke misconceptions or hinder students' in meaningful learning. This paper focuses on parents expectation regarding the use of multimedia in primary section for developing students interest in learning, and analyze the current class room teaching practices as well as expectation of parents of ideal class room teaching to develop interest in subjects and increase learning capability of children The traditional (black board + chalk) method of teaching and learning is not providing accelerated learning process, because traditional method of teaching is text based. Consequently, multimedia technology nowadays plays a significant role in the universal globalization of information. Total no. of respondents was 144, their wards were studying in classes 1st to 5th. Our study indicated that the automation of the parent's expectation for ideal classroom, for developing interest and improving learning capability of children. The priority of the parameters with the obtained values of the first and second moment, etc. was observed with the help of skewness. The distance learning is highly negatively skewed than the lecture. Therefore it provides the automation of the parent's expectation for ideal classroom, for developing interest and improving learning capability of children. The paper concludes that parents think multimedia and animation method of teaching make children more creative and efficient than traditional (black board + chalk) mainly in primary sections because students are so small and their thinking is too narrow. It is tough for children to understand their new teacher handwriting on black board with marker and chalk.

Keywords: Multimedia, parents' expectations, classroom teaching

Introduction

In order to facilitate a good understanding of the processes of creating a hypothesis and the hypothetical processes, it becomes important to enhance teaching process thereby accelerating learning. Good students might also face difficulties in understanding notions that are more abstract. In order to engage their students during learning and to produce better results, the educators keep searching for better and effective ways to engage their students. Teachers are confronted with many issues which include the way of increasing the interest of students for learning and also improve their way of teaching in class.

Keeping the present day teaching methods and the increasing curiosity of pupils to learn and teachers to teach, multimedia seems to be a creative and better method to foster both teaching and learning. According to (Li, 2009), multimedia makes both teaching and learning effective since it deploys all five senses of teachers and students, thereby, increasing the passion of their work among them and also improving their efficiency. Also, (Hoover-Dempsey and Sandler, 1997) have emphasized upon the significant role of parents towards educating their children. "Multi-sensory application or presentation that is integrated with the aim of conveying information through the combination of various digital media is termed as Multimedia (Damodharan and Rengarajan, 2007; Butcher-Powell, 2005)."

It is not necessary for the media content alone to be able to give positive learning performance and satisfaction. Designing and developing multimedia material to render instructions is expensive. Still some deficiencies are present in research work since they do not show how to develop effective instructional material that lead to satisfaction and learning performance. Multimedia is an effective deployment of human resources which enables the students to easily apply existing knowledge and produce new knowledge.

Teaching method of chalk and black board is a traditional method. Teachers mainly control the instruction process, deliver course material to the entire class and concentrate only on factual knowledge. This method of teaching is a passive mode of teaching in which the students play a comparatively smaller role in the process of learning than what their teachers do for teaching them. Also, the traditional approach of learning is less effective for both, the students and the teachers since the learning is limited.

Figure 1: Figure showing teaching in classroom using chalk and talk method

Multimedia techniques are important because they tend to improve the methods of learning and make the class more interactive. The methods of learning has been made it interesting for the teacher to deliver the lecture and the student to grasp the same in a convenient and easy way with the help of the different types of resources that they in turn provide us with. These resources may be graphical or may be in written text with a blend of some oral content to explain them with. Studies show that the multimedia-content based learning helps the learners to grasp in an effective manner and also improve the morale of the students and the teachers by enabling them to present their content in an efficient and effective way and also creating an ease of recall of the subject matter that they study. Considerable improvement in the learning was found in certain studies that had tried to investigate the use of mediums like animation in the classes. (Najjar, 1998; Rieber, 2002; Williamson & Abraham, 1995).

In traditional chalk and black board method, teachers deliver lectures and students listen to them without much interaction. It is, therefore, a passive mode of teaching in which students play little role in their learning process (Orlich et al., 1998).

“Tell me and I forget. Show me and I remember. Involve me and I understand.” Education through multimedia is based on the concept that learning can be improved through stimulating this process. It is now known that each and every individual’s learning style is widely different from others, which is not easy to cater through the traditional chalk and black-board instruction.

(Bruder.I, 1991), educators have to deliver lecture in class-room to children in interesting techniques because if children take interest and enjoy what they are doing, children learn more. Children will not take interest and pay attention in class if they do not enjoy.

Students of modern age are essentially different from previous one in the way they access and analyze information, assimilate, think, process, absorb and also communicate; interact in this technology rich world. In this way, technology become rich and generation is more digital by using advance technologies through iPods, watching TV, mail and messaging their friends, blogging and almost everything on their smart phones. Most of the time, they engage themselves in using technology in all activities like preparing, analyzing, completing their homework and other assignments. Thus multimedia is an important and interesting tool in learning and teaching process. Multimedia plays an important role in developing children interest in class-rooms.

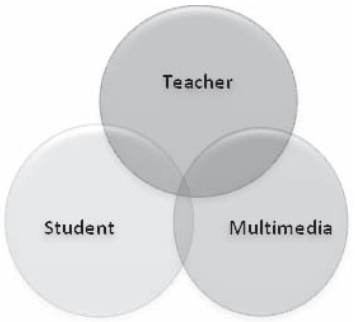

Figure2: Multimedia learning =An international learning progress

Cairncross and Mannion (2001), multimedia has potential to develop or create healthy environment of learning. The fundamentals of multiple media are:

1. Users have effective control over the delivery of information.
2. Sharing of information can enhance the learning process in creating integrated learning environments.

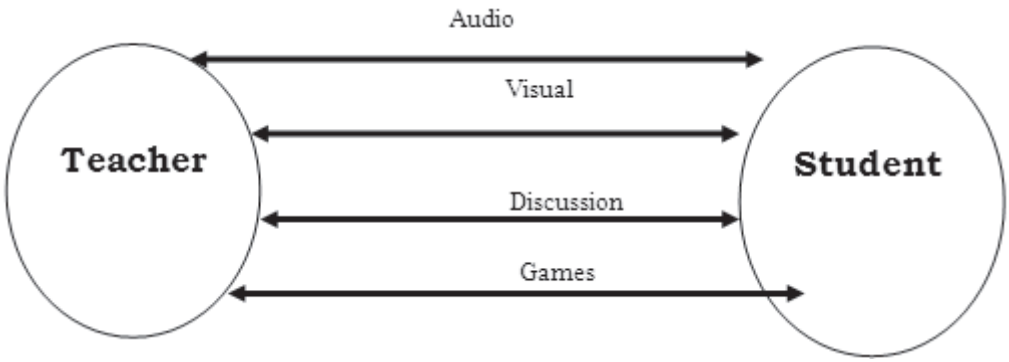

Figure3: Teaching in class room using interactive mode

A Perspective View

(Kolb, 1984), success of student in classroom is not only depended on the talent, skills, and intellectual abilities of students but also depend on their learning style. Nolting (2002), research has revealed that students who are aware and acquainted of their learning styles can be able to do better in and out of the class-room in comparison to others who are not familiar with learning style (Dembo & Howard, 2007).

Learning as fun is possible with only multimedia. The increasing trend of using it is exploited by the marketers launching variety of software, hardware and services to hype their products. One extensively quoted and completely unsupported assertion is that "People generally remember 10% of what they read, 20% of what they hear, 30% of what they see and 50% of what they hear and see " (Treichler, 1967).

Table 1:

Senses	Percentage of Grasp
Read	10%
Hear	20%
See	30%
Hear and see	50%

Over Twenty year of research proved that learning has been enhanced through the use of multimedia resulted 30% more learning in time as less as 40% and cost that is 30% lower. The use for multimedia methods of delivering lecture helps the student to understand .It has increased the rate of retention up to 80% in comparison with 40% using discussion method or 20% with traditional approach that uses only illustration and text. (White and Kuhn, 1997).

Drave (2000), It is well accepted that quality of interaction is more important than content for the success in learning. To accept the challenge of future, it has become quite essential for students to be well acquainted with multimedia technology. From students' point of view, the more interest in the course would create immediate impact on their outlook.

Van Dijk and Jochems (2002), state that interactive lecturing experience with multimedia is not only advisable due to its enhancing manner of learning, for getting more interest and increasing learning capability but also suitable than that of changing a traditional teaching approach in lectures. Available data analysis shows that a multimedia method provide to higher attainment than traditional methods (Vernadakis et al, 2008; Evans et al, 2008; Jones, 2008) but still there is more scope of research to achieve the goal. 84% children use the Internet daily or weekly and 90% of these use it for daily homework (Livingstone & Bober, 2004).

Table 2:

Use internet daily	84%
Use internet for daily homework	90%

Mayer, R. E. (2001) The multimedia presentation usually have both words (spoken text, printed text) and pictures (graphics, drawing, charts, photos, maps, animation and video) together rather than words alone which makes the watching as well learning process more imperative. The creation of multimedia environment is not sufficient but it should be compatible with learning method. Research has proved that audio-visual combination is almost the best available knowledge retention technique (83% visual, auditory 11 %, other 6%). Thus, the multimedia teaching is capable to attract students to strengthen their memory by multisensory participation; and improve teaching efficiency (Lu Guicheng Green. 2009).

Table 3:

Senses	%
Visual	83
Auditory	11
Other	6

Changes in multimedia technology support, teaching and promote continuous improvement in it. Teaching standards effectively improved the efficiency of class-room teaching. (Li Fang-Fang, Liuyang City (2010).

Multimedia has greatly improved the efficiency of the class-room teaching and created the new ways of innovation for education. Even then, it cannot replace the teaching content. Method cannot replace purpose. The methods that use appropriately content and combination of multimedia and scientific teaching methodology eliminate negative effects of multimedia. (Yan Dong, Rongchun Li (2011).

Hypothesis

H1: It is interesting mode of teaching than from only traditional classroom lecture.

H2: It is helpful in increasing learning power in comparison of traditional chalk and blackboard method of teaching.

Methodology

Here case study is done with the help of, questionnaires that were designed and modified based on findings in the literature, discussions with specialists, and suggestions obtained from respondents participated in the trial survey. Two versions of the questionnaires were used in the survey, first is related to the currently used technique in class and in second version items were related to- what parent's expectation of an ideal class for developing interest and improve learning capability. Researcher had distributed 205 questionnaires and received 144 responses. The participants in this study consisted of Allahabad and Lucknow parents.

The survey instrument consisted of 36 questions as well as 6 demographic questions. The content of questions addressed the following subject areas: current classroom teaching technique and expectation of parents for ideal classroom teaching technique/method for developing interest and improving learning capability of children's in class. Each question was answered with a 5 point likert scale; (5) extensively (almost daily), (4) periodically (once/week), (3) occasionally (6-7 times per quarter), (2) rarely (1-2 times per quarter) and (1) none at all.

Table 4: Demographic variables

Demographic Parameters	N	%
1. During the last calendar year, I used a computer on an average of		
• 3 hours or less per week	15	10.42
• 4 to 6 hours per week.	20	13.89
• 6 to 10 hours per week	50	34.72
• more than 10 hrs per week	59	40.97
2. Do you have a computer at home?		
• Yes	142	98.61
• No	02	1.39
3. Gender:		
• Male	81	56.25
• Female	63	43.75
4. Age:		
• 20 - 29 years old	06	4.16
• 30 - 39 years old	72	50
• 40 - 49 years old	62	43.06
• 50 - 59 years old	04	2.78
• 60 - 69 years old	0	0
• 70 years or older	0	0
5. Please indicate your profession.		
• House wife	30	20.83
• Schoolteacher	08	05.56
• Professor	16	11.11
• Principal	0	0
• Lecturer	0	0
• Others	90	062.50
6. Educational Qualification:		
• Non-Professional	109	75.69
• Professional	35	24.31

Discussion of demographic factors

The demographic details of respondents are given in below Table 4. There were 6 demographic questions: (1) How much respondents used computer on an average in a week, 40.97%used computers for more than 10 hours in a week, 34.75% 6-10 hours per week, 13.89% 4-6 hrs per week was, and 3or less then3 hours is 10.42%.(2) Do you have a computer at home? 98.61% were yes and 1.39 were No. (3) Difference in gender: 56.25 per cent of respondents were male and 43.75 per cent were female. (4) Concerning age of the respondents, 4.16 percent were between 20 to29, 50 per cent were 30 to 39 years, 43.06 per cent were between 40 to 49 years, 2.78 percent were between 50 to 59 years, and none were >= 60 years of age. Profession of the respondents was as follows: 20.83 per cent house wives, 5.56 per cent were school teachers, 11.11 per cent were professors, none were school principals, and none were lecturers, 62.50 percent were others. (6) Educational qualification: 75.69 percent were non professional and 24.31 percent were professional.

Table 5: Currently use the following techniques to present course information in class:

Attributes	Total	Average	Standard Deviation	Skewness
1. Lecture	718	4.99	0.12	-12.73
2. Class discussion	545	3.78	0.79	1.14
3. Written handouts or outlines	477	3.31	1.10	1.42
4. In-class exercises	645	4.48	0.71	1.55
5. Outside classroom assignments	471	3.27	1.12	1.41
6. Student presentations	455	3.16	0.82	0.61
7. Group activities in class	459	3.19	0.79	0.56
8. Overhead projector and transparencies	300	2.08	1.24	0.40
9. .Computer presentation software	300	2.08	1.13	0.23
10. Videos	323	2.24	1.02	0.20
11. Internet resources	253	1.76	0.96	-0.42
12. Computer projects	289	2.01	1.03	0.00
13. World Wide Web	247	1.72	1.01	-0.35
14. Computer activities in class	404	2.81	0.93	0.58
15. Computer simulations	296	2.06	1.07	0.11
16. Electronic-mail	171	1.19	0.66	-1.97
17. Teleconferencing	172	1.19	0.66	-1.95
18. Distance Learning	146	1.01	0.12	-16.70

Table 6: Parent's expectation for ideal classroom, for developing interest and improving learning capability of children

Attributes	Total	Average	Standard Deviation	Skew
1. Lecture	612	4.25	0.83	3.20
2. Class discussion	647	4.49	0.63	3.10
3. Written handouts or outlines	560	3.89	0.95	2.97
4. In-class exercises	654	4.54	0.66	3.22
5. Outside classroom assignments	553	3.84	0.75	2.69
6. Student presentations	570	3.96	0.75	2.79
7. Group activities in class	603	4.19	0.67	2.89
8. Overhead projector and transparencies	556	3.86	0.97	2.96
9. Computer presentation software	506	3.51	0.79	2.42
10. Videos	534	3.71	0.79	2.61
11. Internet resources	512	3.56	0.87	2.55
12. Computer projects	490	3.40	0.81	2.33
13. World Wide Web	482	3.35	0.96	2.44
14. Computer activities in class	530	3.68	0.87	2.69
15. Computer simulations	520	3.61	0.75	2.45
16. Electronic-mail	426	2.96	0.92	2.01
17. Teleconferencing	369	2.56	0.94	1.63
18. Distance Learning	197	1.37	0.72	0.15

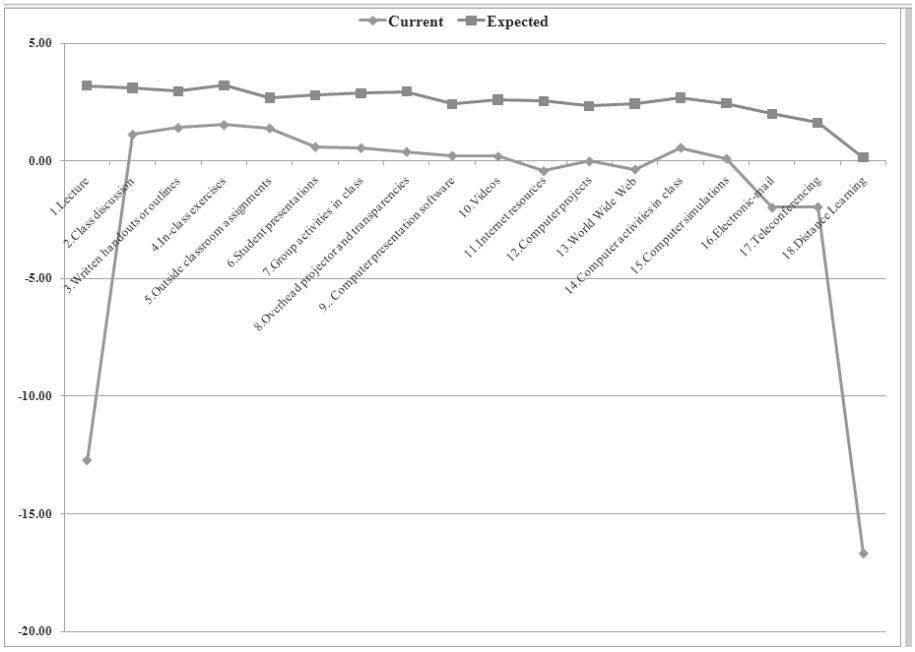

Figure 4:X-Axis-defines the parameters

Findings

We refer to the Table 5 and Table 6.

We fix the priority of the parameters with the obtained values of the first moment, second moment, etc. Now observing the values in table 1 the parameter lecture and the distance learning has the same value of deviation but different skewness. The distance learning is highly negatively skewed than the lecture. Therefore in this aspect lecture is more prioritized than the distance learning program. Hence in consideration of H1 and H2 as mentioned the concept of methodology with IT provides the permission for the retrieval of the parameters defined for the quality implementation of H1 and H2 from databases, and hence it endeavors to remove the spatial-temporal effect of the skewness with standard deviation.

Therefore it provides the automation of the parent's expectation for ideal classroom, for developing interest and improving learning capability of children, which is clear from the table 2.Also the numerical values of the 2nd and the third moment of the parent's expectation data leads to the prioritization of the existing processes with the convergence of IT and data aggregation for the modern educational systems and conditions.

Apart from the above fact the statistical value evaluated for the different interventions define a Gaussian distribution with the deviation in the statistical moments. The values like 4.25,0.83,3.20, 4.49,0.63,3.10,3.89,0.95,2.97 etc defines the influence of the parameters resonance here for the traditional and multimedia system with the help of IT performance providing the benchmark study for the research groups for the optimized teaching and learning process in the modern educational systems and conditions indications.

Thus the resonance here of the traditional and multimedia system with the help of IT as a knowledge innovation and technology innovation enables for the searching of documents and categorization of data and processes in terms of correlation and covariance combination in order to enhance and add enduring value to an organization in terms of the following parameters:

1. Knowledge innovation with multimedia and traditional system
2. Data aggregation
3. Physical and human recoucses
4. Teaching and Learning Process
5. Modern Educational systems and conditions
6. Use of ICT
7. Research and development process

All of these parameters are defined with the maximum efficiency and avoid or eliminate its negative effects on multimedia. It therefore evolves that for a functional approach to quality in schools providing the comparison in terms of traditional and multimedia systems as discussed in the graph above. From the framework point of view it provides the ease in the accessibility of important documents which provides localized enhanced accuracy.

The core activity is the knowledge innovation and the technology innovation process. Essentially, the process of knowledge dissemination also aids the process of knowledge creation. This hence provides the model of the student's centricity and thus we can adopt the standard mechanism for localized efficiency and accuracy.

Suggestions

The results of this study indicate that parents prefer multimedia presentation to the traditional classroom instructional method for children. More research effort should be invested to explore parent's preference and learning with regards to other instructional methods such as web based learning and multimedia presentation-assisted instruction. Additional research regarding the analysis of children's psychology and influence of multimedia on different types of learning styles should also be investigated to determine how children with diverse learning styles benefit from multimedia instruction.

Conclusion

Technology is changing the classroom experience. Multimedia and technology has made many innovations in teaching and learning process in order to accommodate challenging digital students' needs. Consequently, we need to have interactive teaching and learning tools in order to ensure the learning outcomes able to be achieved. Hence, parents understand psychology of children better than anyone. They think that use of multimedia tools in teaching and learning process will be able to change students' negative mindset towards a subject when they enjoy learning and feel motivated to participate in class activities.

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