

Effectiveness of using Multimedia learning package to teach philosophy of education

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Abstract: Many efforts have been made in the past to use technological aids for improving the quality of education. At college and university level teaching, lecture method is most commonly used which does not encourage the higher learning. The purpose of higher learning is to develop the abilities like reasoning and critical thinking. This can be achieved when the instructors at university level tries to modify their teaching styles by incorporating various methods of teaching like seminar, debates, use of power point presentations, etc., in other words a teacher should try to design and use the multimedia learning package to achieve the desired goals in the classroom. Further the researcher has taken with confidence to teach philosophy of education at P.G. level which is highly traditional and classical In nature, through experimental approach. The main purpose of this research is to find out the effectiveness of using multimedia learning package to teach philosophy of education at M.ed level. 50(25=25) students from department of education pursuing master of education degree were selected as sample. Sample was divided into control group and experimental group. Students were taught topics of philosophy of education by using the multimedia learning package. Effectiveness of the multimedia learning package was analyzed by comparing the scores of pretest and post test. Results of t test analysis revealed that experimental group performed better than the control group. Hence concluded that students who were taught through multimedia learning package performed better than those who were taught through traditional method of teaching. It is proved that even educational technology can be applied for classical subjects.

Introduction

Education is the basis for development and empowerment for every nation. In its technical sense education is a process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. The success of teaching lies in the selection of instructional materials that fulfills the needs of the students and helps them in achieving desired goals. This can be done by developing multimedia learning package that contains teaching of concepts by using variety of teaching methods such as power point presentations, seminars, debates, flipped classrooms, preparing biographies of philosophers and educationists, preparing program learning materials on content and so on. It is believed that students learn more and enjoy learning when they are actively involved, rather than passive listeners. Adopting various methods of teaching by means of using multimedia learning package in the classroom helps a teacher in increasing concentration and thinking ability of the students.

Philosophy of Education is an important component of Education curriculum. For decades, even centuries books have been the primary medium to propagate knowledge in Philosophy of Education. Teaching of Philosophy of Education by using methods other than lecture method looks challenging. Because since from long time the teachers of Philosophy of Education has been using the traditional lecture method to deliver their content in the

classroom. Considering this issue it seems that teachers of Philosophy of Education are somehow lagging behind in use of latest teaching technologies. Success in teaching is related to the extent to which you are prepared to conceptualize your teaching as a process of helping students to change their understanding of the subject matter you teach them. The predetermined goals of education are hard to realize by mere usage of old fashioned strategies or methods, and novel and efficient form of teaching and learning are required to teach Philosophy of Education. One can find many excellent books on philosophy of education, but hardly any research has been done on how to teach Philosophy of Education. According to M.A.B.Degenhardt, University of Tasmania, Philosophy of Education presently suffers from the lack of a body of literature about teaching Philosophy of Education.

Philosophy of education is the branch of applied or practical philosophy concerned with the nature and aims of education and the philosophical problems arising from educational theory and practice. Because that practice is ubiquitous in and across human societies, its social and individual manifestations so varied, and its influence so profound, the subject is wide-ranging, involving issues in ethics and social/political philosophy, epistemology, metaphysics, philosophy of mind and language, and other areas of philosophy. Because it looks both inward to the parent discipline and outward to educational practice and the social, legal, and institutional contexts in which it takes place, Philosophy of Education concerns itself with both sides of the traditional theory/practice divide. Its subject matter includes both basic philosophical issues (e.g., the nature of the knowledge worth teaching, the character of educational equality and justice, etc.) and problems concerning specific educational policies and practices (e.g., the desirability of standardized curricula and testing, the social, economic, legal and moral dimensions of specific funding arrangements, the justification of curriculum decisions, etc.).

Need of the study

One can find variety of multimedia learning package to teach subjects like science, mathematics and languages like English, Hindi, etc., very few or no studies have been made on the development of multimedia learning package for Philosophy of Education. Research in this field is in its initial states. Usually the common method of teaching used by teachers or instructors at university level are lecture method and to some extent discussion method. But this is not sufficient. The content of Philosophy of Education consists of many different topics, which are to be dealt differently by using variety of teaching methods in the classroom. Moreover it is always true that students shows more interest towards new and novel approaches of teaching and learning styles. Using only lecture method or teacher oriented teaching methods makes the classroom environment dull, students becoming merely passive listeners. The barriers to teaching of Philosophy of Education for M.ed

students can be overcome by using multimedia learning package. As many of the topics in Philosophy of Education are vague and abstract, students find difficulty in grasping the knowledge. And teachers at higher education level are expected to plan their teaching activities in such a way that their predetermined goals are achieved in the classroom. But using only lecture method and delivering lengthy lectures for every topic will not help in achieving the predetermined goals of teaching at higher level. Hence in order to achieve maximum success in teaching teachers at higher education level should include other methods in their teaching such as seminars, program learning, PowerPoint presentations, library and assignment works etc.

Research Methodology

The most important aspect of teaching at post graduation level is the selection of proper instructional procedure by a teacher to use in the classroom. Keeping in mind the individual differences existing amongst the students in the same classroom, a teacher has to intelligently select and design his or her teaching style. Equal weightage has to be given to the content of the subject selected for teaching and also the ability of the students who are at receiving side.

This research study was developmental as well as experimental in nature. Developmental part consists of preparing multimedia learning package for Philosophy of Education. And the experimental part consists of teaching content of Philosophy of Education to M.ed students of department of education by using prepared multimedia learning package. The main purpose of this study was to examine the effectiveness of multimedia learning package for Philosophy of Education at University level. To prepare Multimedia Learning Package a suitable syllabus of Philosophy of Education for M.ed students was framed by referring the Philosophy of Education syllabus from five different universities of Karnataka. Ten units were finalized after summing up the syllabus. Topics from ten units of philosophy of education were selected for classroom teaching. At first the selected unit was taught to the control group and experimental group by using the traditional lecture method. Later the same unit of Philosophy of Education was taught to the experimental group by using prepared multimedia learning package. Tests were conducted to evaluate the effectiveness of lecture method as well as Multimedia Learning Package. Data was collected based on pretest and post test performance of the students. Data analysis and interpretations were done using mean, standard deviation and t-test.

The aim of the study was to gain an understanding of how the Multimedia Learning Package can be prepared and used by philosophy of education teachers. And also to test the effectiveness of the constructed Multimedia Learning Package. The prepared

multimedia learning package is used as independent variable and learning outcome of the students is considered as dependent variable.

Statement of the study

Effectiveness of using Multimedia Learning Package to Teach Philosophy of Education.

Objectives of the study

1. To design and construct multimedia learning package to teach Philosophy of Education at M.Ed level.
2. To study the effectiveness of multimedia learning package on learning outcomes of the students.
3. To study the opinions of teachers towards the prepared multimedia learning package to teach subject like Philosophy of Education.

Explanation of the terms used

Philosophy of Education: In the present study Philosophy of Education is considered as a subject or paper which is studied at Master of Education. Philosophy of Education as an independent study has its own scope and function. According to Stanford Encyclopedia of philosophy, it is the branch of applied or practical philosophy concerned with the nature and the aims of education and the philosophical problem arising from educational theory and practice.

Multimedia: The term multimedia has many meanings depending on the Professional domains of users and the context where it is used. The word media generally means to mediate, and multi means more than one. Thus teaching with multimedia means using two or more media by a teacher to teach subject matter.

Learning Package: In the present study learning package refers to the collection of teaching methodologies including software and hardware that a teacher may use in teaching and learning situations to help learners to achieve desired learning objectives.

Sample selected for present study

50(25+25) students belonging the M.ed course, i.e., Master of Education program of Department of Education from Gulbarga university were selected for present study. Sample was divided into control group and experimental group of 25 students each.

Tools used for the study

1. Prepared Multimedia Learning Package for Philosophy of Education.
2. Pre-test as well as post-test papers.

Data analysis and interpretation

The researcher has used the following statistical techniques for data analysis and interpretation:

1. Calculating the mean.
2. Calculating the standard deviation.
3. T-test to examine the difference between the performance of control and experimental group.

Hypotheses:

1. **There is no significant difference in the pre-test and post-test mean scores of control group.**

In this study, 25 students were involved in the control group for pretest and post test and the obtained mean, standard deviation scores and 't' test values are listed in the table 1 given below.

Table 1: Comparison of pre-test and post-test score of students of control group

Control group	No. of students	Mean	S.D	T-value
Pre-test	25	16.62	3.80	1.48
Post -test	25	21.82	4.51	

From the table 1 it is clear that the calculated 't' value (1.48) is less than the table 't' value. So it is not significant at 0.05 levels. This shows that there is no significant difference between the means of the pre-test and post-test scores of the students in the control groups. Therefore control group student do not differ in their performance. The two groups were more or less of the same ability of the pre-test and post-test of control group.

2. There is no significant difference in the pre-test and post-test mean scores of experimental group students.

In this study, 25 students were involved in experimental group. the pre-test and post-test was conducted and the obtained mean scores, standard deviation scores and 't' values are listed in the table 2 below.

Table 2: comparison of pre-test and post-test score of students of experimental group

Control group	No. of students	Mean	S.D	T-value
Pre-test	25	16.93	4.82	2.37
Post -test	25	31.31	3.88	

From the table 2 it is clear that the calculated 't' value (2.37) is greater than the table value (2). So it is not significant at 0.05 levels. This shows that there is significant difference between the means of the pre-test and post-test scores of pupils in the experimental group . Therefore the two groups differ in their performance. Hence it can be concluded that students when taught with multimedia learning package performed better than the control group who were taught the same content by using traditional teaching method.

Conclusions:

Teaching as a scientific process has two major components i.e., organization of the content and communication. With the help of multimedia learning the content can be properly communicated with the students. Teaching activities can be modified and improved. Finding of this research concludes that students performed well when they are taught a particular content using Multimedia Learning Package. The main aim of the present study is to provide teaching resource to Philosophy of Education instructors in the form of a Multimedia Learning Package. This will help them in transforming their classroom into an active, student centered learning environment. Using Multimedia Learning Package for Philosophy of Education helps to increase the chance of student participation in teaching learning process in the classroom. In the light of the findings of the present research it is proved that the Multimedia Learning Package is more effective in order to teach abstract and vague topics of Philosophy of Education for Master of Education students. Hence it can be concluded that the teaching styles can be modified and improved.

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