

SYSTEMATIC SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA: A VERITABLE TOOL FOR PROMOTING TEACHER EFFECTIVENESS

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INTRODUCTION:

Educational media and teacher effectiveness are two concepts that are inter-related and interwoven. This implies that there is a very strong tie between the two concepts. In essence, a systematic selection and utilization of education media in our instructional programmes enhance and promote teacher effectiveness. In order to appreciate the aforementioned idea, the meaning of educational media and teacher effectiveness shall be briefly explained.

EDUCATIONAL MEDIA:

The educational media are obviously indispensable tools in the hands of teachers who would want to exhibit knowledge ability and effectiveness in their lesson delivery. Broadly, the educational media may be classified into four major groups, namely; visual materials consisting of projected and non-projected materials, audio materials, audio-visual materials, and lastly, the individualised learning and interactive materials.

The visual materials are those that readily appeal to the sense of sight. They quickly Create visual impression any moment they are presented in the class (Percival and Ellington, 1988). They include the following: Overhead projectors and transparencies, slides projectors and slides, filmstrip projectors and filmstrips, as well as the Opaque projector. Other non-projected visual materials which do not need electricity for projection include: Flat or still pictures, graphic illustrations such as charts, graphs, posters and diagrams. Others are models, realia, bulletin boards, flannel boards, magnetic boards, flip charts and chalkboards. (Cable, 1972).

The audio materials are such materials that create aural impression thereby causing the receivers to listen with discrimination (Efi, 1988). These include audio recorders and audio sets, audio cards, radio, phonography records (record players), and the reel-to-reel tapes (Nacino-Brown et al, 1982).

The third group which are the audio-visual materials are the aspects of instructional materials that have both an aural and a visual appeal. These include Cine-film projection (16cm and 8mm sound film projection). Video-tape recordings, television and the sound filmstrip, as well as the synchronised audio-slide presentation (Cable, 1972).

The fourth group, the self instructional and interactive media consist of the various devices and techniques by which an individual learner can learn on his own and at his own pace. These techniques and devices include the following: the use of computer in computer-Assisted Instruction, Programmed Instruction, teaching machine, and the interactive video.

Teacher Effectiveness:

Every teacher is generally looked upon by the society to be an effective facilitator **of** learning and a repertoire of knowledge. To this end, so much investment is made in order to bring the teacher **to that** level And so, when investments in education are made the belief is that certain benefits will accrue **from the** investments both from the angle of the individual and that of the society in general (Adewole, Ayo; 1990).

The Dictionary meaning of the word "effective" implies-producing the desire **result When** a teacher is considered to be effective, it implies that the teacher has been able to achieve his set goal, or has produced the desired result of learning through his teaching process. Using the abstract noun- "effectiveness" goes further to indicate that, not only that the teacher's teaching effort produced the desired result or that he achieved his set goal, but that the sum up of his activities were manifestly noticeable to the learners in his instructional programme. So whatever the teacher does in the class is considered to be part of his techniques and devices which he empiojs 10 maximally achieve his set goals.

SELECTION OF EDUCATIONAL MEDIA:

In order to achieve teacher effectiveness, systematic selection and utilization of relevant educational media is inevitable and of paramount importance. However, before discussing the role of educational media in the teaching-learning process, it might be necessary to consider some of the criteria for the selection of the media,

- (i) No one medium, procedure, or experience is best for learning, (ii) Be sure uses of media are consistent with

instructional objectives, (iii) Recognize that, to adapt materials to specific purposes, you must know them thoroughly. (iv) Media must also be considered for their appropriateness for use in the instructional mode selected. (v) One's own preferences must not stand in the way of choosing or using particular media. (vi) Be aware that some otherwise excellent media may become second-rate in their instructional effect if used in poor environments. (vii) Realise that student experiences, preferences, individual interests and capabilities, and learning styles may influence results of media use. (viii) Keep in mind that resources and learning experiences are not necessarily good or bad simply because they are concrete or abstract.

However, Romiszowski (1988) in his enunciation of a basic Media Selection Model, emphasized that there are fundamentals factors that affect media selection or choice. The factors include the following: instructional method, learning task or the objectives set, learner characteristics practical design constraints, human factors, teaching space and the target population.

The teacher has to take into consideration the particular instructional method that would be most appropriate for the achievement of the set objectives. The instructional method will therefore help to determine the types of educational media to be selected at the planning stage.

The teacher will also consider the learning task before the students and decide how best to achieve it. Thus, the learning task or the objectives will determine the instructional method, which will also help in the media selection. The characteristics of the learners are very important; that is, their learning styles and learning skills. For example, some students are slow learners, others are fast learners. Each of these groups would have peculiar learning styles and therefore must be attended to. The slow learners may required more of visual materials as well as individualised learning package. This implies that the fast learners should not be unduely delayed while the slow learners should also not be over-stretched.

There are certain constraints that the teacher might encounter as he makes his choices. The cost of the material may be beyond the reach of the teacher or his institutions, thus limiting the teacher's choice. Time could be another limiting factor. The time allocated to the lesson will determine the instructional method to be employed and invariably will guide in the media to be selected. Also the availability or non-availability of the media materials also pose as constraints. The teacher can only use what is available either in his institution or from outside bodies under an organized learning procedure. If not, the teacher will have no choice other than to drop the idea of using a particular media material.

Human factors such as the teacher's attitudes and skills help to influence the teacher in his choice of media materials. The teacher has to be versatile in knowing how to manipulate a **tot of the gadgets** with minimum difficulty.

On the contrary, the teacher might be forced to limit his use of **the media Materials to only** those he can manipulate.

Environmental factors also play some part in determining the media **materials ID** be selected. Teaching space facilities and lighting are supposed to adequate to be able to accommodate caliber group or large group learners.

Finally, the size of the target-population is equally important For **example**, cine film projection would be more appropriation for large classes while video films would be better for **small** group learners. It is necessary that all the afore-mentioned factors are duely considered before selections are **made, the** appropriateness of the media materials could then be guaranteed.

SYSTEMATIC UTILIZATION OF EDUCATIONAL MEDIA

Utilization of education media is a major event during the implementation stage of an instructional programme. One thing is to make effort to select the relevant instructional materials during the planning stage, and the next thing is to put the materials into effective use and at appropriate moments.

Appropriate educational media must b& introduced into the teaching-learning process at an appropriate time. There must be a well-organized system of integrating each media material into the appropriate step in the instructional programme. The teacher makes use of the available relevant materials which he had selected during the planning stage. To this end, it is obvious that the teacher's performance in the classroom while teaching will depend to a great extent on the amount of preparation he had earlier made. (Akude, 1990).

The more the teacher uses relevant educational media in his teaching exercise the more he increases students¹ involvement in the overall learning (Brown, Lewis and Harcleroad; 1985). But basically, the teacher should make conscious effort to determine at which stage of the instructional programme he ought to use a particular media materials. Systematic utilization here implies a sequencing in the pattern or order of using appropriate materials at appropriate periods.

However, there are certain procedures the teacher must follow in order to maximise the utilization of the materials. Brown,

Lewis and Harclerod (1985) discussed the media utilization procedures which they called "A Basic Utilization Plan". By this, the authors believed that every serious teacher must prepare himself, prepare the environment, prepare the class, use the item and finally follow up the programme.

In order to allow the students benefit optimally from the instructional programme in which relevant educational media are being used, the teacher needs to get himself set or prepared. The teacher must review, sort through and examine all the selected materials to make sure that they are actually adequate and functional.

Then there is need to prepare the environment by arranging the necessary materials and equipment required for proper viewing or hearing. In the case of projection materials, the teacher needs to check through the electric sockets and plugs to make sure there is smooth flow of electric current.

The teacher will at this time prepare the class by introducing the item to the class. There will be emphasis laid on the learning outcomes to be expected, important areas to take note of, and what they will be expected to do after the lesson.

In using the item, the teacher must use such properly and at an appropriate moment. He must make sure that the images are in proper focus, that the hung materials (wall charts, flip charts, etc.) are properly centred for the benefit of every member on the class

Finally, after using the item(s), the teacher has to invite and also answer questions from the class. The brief discussion that follows thereafter will highlight the extent of learning, that had taken place.

THE ROLE OF EDUCATIONAL MEDIA IN TEACHING-LEARNING PROCESS

The role of educational media in all instructional programmes cannot be overemphasized because of its invaluable benefits. The use of educational media enhances the quality of teaching in the classroom, especially as it introduces diversification in its approach to instruction (Akude, 1990). Thus, it means that different strategies and techniques are used at different stages of a lesson in order to cater for the learning needs of all the learners.

The use of educational media caters for a large number of learners at the same time. For example, the use of audio-visual materials helps to communicate any information to all the learners simultaneously, and also enable all the learners to see and appreciate relevant areas of emphasis.

The use of educational media awakens learners' interest. It helps to develop in the students the curiosity to learn more, to be more alert and attentive. The learners will then be able to see beyond the concrete visual materials present into thinking conceptually. This is usually the natural desire of the learners to have them exposed to such experiences the more.

The use of educational media helps to make learning more permanent. The exercise creates impressions that are so vivid and powerful that the learner hardly forgets the experience into which he was exposed.

The use of educational media helps to make learning more immediate by bridging the gap between the world outside and the world inside the classroom. For example, the use of a language laboratory to teach French Language in Nigeria helps to provide the original and natural language of the French into Nigerian setting. Through the prerecorded audio-tapes the phonetics, accents and remarks of the French language are made available to the learners to repeat, rehearse and internalize.

In effect, the use of educational media promotes effectiveness on the part of the teacher by enhancing teaching as well as improving the competence of teachers. The teacher's effectiveness becomes manifestly obvious when the exercise has helped to make learning more meaningful for the learners. This implies that the teacher has actually achieved his set goals. It should be noted that the use of educational media promotes effective and convincing communication in the classroom. Its use has steered clear from the traditional chalk-talk method of instruction. The use thus recognises the interest of the various types of learners and even the teachers.

Finally, in order to maximise teacher effectiveness, there is need to improve on the facilities available in the institution. For the teacher to perform maximally, their quality needs to be raised through ensuring not only that those employed are experienced enough to do it, but as well they are constantly exposed to new ideas and gadgets through in-service workshops, seminars, and so on (Adewole, Ayo; 1990). By so doing the teachers will be enabled to give their best in terms of commitment to duty, job satisfaction, acquisition of new skills and high quality job performance.

RECOMMENDATION:

1. Every institution must endeavour to establish an Educational Resource centre depending on the economic buoyancy of a school. However, some may start by setting up simple Audio-Visual Centres which are not so much

sophisticated.

2. Each institution should try to buy the less expensive visual and audio materials.
3. The school administrators should try to encourage the teachers to improvise their materials whenever necessary. The incentive could be in form of financial rewards or even writing letters of commendation to the teachers.
4. The teacher should be allowed and sponsored to attend workshops and seminars which are very necessary for up-dating their knowledge and professional skills.
5. Every institution must establish a viable means of liaising with outside bodies mainly for borrowing various types of educational media whenever requested by the teachers.
6. Every institutional head must show sufficient interest in the affairs and needs of the Educational Resource Centre/Audio-Visual Centre. Such an executive interest will help to make the centre more viable and functional.

CONCLUSION:

It is believed that if the recommendations are strictly adhered to, that greater majority of teachers will start making effective use of educational media in teaching. The more frequent the media materials are used, the more likely teaching will be simplified and learning made more meaningful to students. Professionally, since the effectiveness of a teacher is measured by his ability to achieve his set goals, it then implies that anything, device, technique or strategy that is employed in the teaching could be referred to as educational media.

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