
Media as a Tool for Achieving and Sustaining Moral Education Millennium Development Goals (MDGs)

By

MAGDALYN ABOH, Ph.D.
*Department of Religious Studies,
Nasarawa State University,
Keffi.*

Abstract

In fact there is one important human activity on which all our actions or interaction with each other depend i.e. communication. Thus, without the media, the components of educational technology will not work. In effect all activities that will share our experiences, feelings, knowledge, moral thoughts will take place. So it is through media that teaching-learning process that moral education can effectively impact the lives of learners in Nigeria in the 21st Century. In this view the paper shall examine the media as an effective tool of teaching-learning process of achieving millennium development goals, the uses of films, radio, television and computer as teaching-learning machines, then, communication chain in the classroom and the teacher's knowledge. Finally we shall discuss the effects of these machinery in impacting moral education with the aim of achieving millennium development goals, then sum-up with conclusion.

Technology has released a great flood of communications. It is as though all mankind had been queuing up, impatiently waiting for the inventions that would enable them to talk across the world. At the eve of the 19th century communications were primitive. For thousands of years messages could travel only at the pace of a living agent – a runner, to increase the speed and range through such devices as signal fire and drums were made use of to make little difference. Thus, the invention of ways to harness electron flows to carry messages in the telegraph and telephone meant that men could communicate with the speed of light, and could send messages over the horizon. The development of these two inventions and of the undersea cable, the camera and the gramophone all played their parts in releasing the flood gates.

When radio was discovered and put to use soon afterwards the torrent flowed more fiercely. Today telephone cables, microwave networks and radio beam crisscross

the globe, enabling governments, business organizations, individuals, and even machines to talk to all others almost instantaneously across continents and from one continent to another. This development have great impact on the learners by changing the traditional method of concept of education which was to adapt the learner to the syllabus and the school. Today, with these machineries (radio, films, television and computer) newer approach has changed the traditional concept. By emphasising the individual learners, letting his capacities, interests, needs and problems.

The paper shall examine communication as an effective tool of teaching-learning process in the 21st century, the uses of films, radio, television and computer as teaching-learning machines. Then, communication chain in the classroom and the teachers' knowledge. Finally, we shall discuss the effects of this machinery in impacting moral education in Nigeria in the 21st century, then the conclusion of the paper.

Media as an Effective Tool of Teaching-Learning Process of Achieving Millennium Development Goals (MDGs).

Communication is the process of sending and receiving information. This have to do with all ways and manner through which we can let other people know and buy our thoughts, feelings, experiences, and knowledge. In effect communication take place when a message is sent, received and understood. In most cases, the person who sends an information wants to know, if the message was received or not by expecting some form of feedback from the receiver of the message. Here the information which the receiver of the message returns to the sender is called **feedback**. Thus, communication process consists of the source or sender, the message, the channel the receiver and feedback.

In using information, modern communication has made us much better informed about the world than any previous age. Books, radio, and television reach all but the most isolated communities. In the deepest jungles, people have been introduced to the wonders of the transistor radio. The cismor telephone is not far behind. Computer records circulate as a kind of global currency, carrying the imprint of the world's top entertainers. Technology, through all these media and others removes the old constraints to communication that hindered the growth of earlier communities. It multiplies the contacts between people by increasing both the distance over which they can communicate (e.g. GSM) and the number of people with whom they can be in simultaneous contact (e.g. broadcasting).

Today, technology has so improved communication that we are able to keep up to date with events on the other side of the globe, and even in the solar system and beyond. Everyone, it seems, wishes to communicate with others, to see and hear what they are doing.

But there is one major difference between these technical modes of communication and our natural methods. Technical modes are of present essentially one-way. Information or message flows out from the broadcasting station to the listening or watching public. Participation by the multitude is as yet impossible. People are kept in touch, and yet feel isolated because they cannot respond. The individual is

isolated from the source and amid a constant stream of material printed as well as broadcast – feels he cannot alter its content.

Levels of Communication

In communication we have different levels. At times the sender and the receiver may even be the same person, here the person thinks or talks to himself, so he is sending and receiving the message. But in most cases we communicate with others. Thus, we have two main levels of communication.

1. Interpersonal Communication Level

Here, it is individual to individual communication in which the people interacting are physically present. For instance the traditional classroom is a setting for inter-personal interaction and small group interaction. Thus, the main characteristics of this type of communication is the physical presence of the people communicating – the communicators.

2. Mass Communication Level

In mass communication system it is impersonal. The people involve in communicating may not see or know themselves. But a greater population of people are reached through this communication system. Thus, a teacher can teach a student without seeing him/her. As they use texts containing printed words and illustrations to reach the receiver. This means that mass communication level operates when we use resources or materials that can reach unlimited population of people in our interactions or dealings with other people. In fact such resources are known as mass communication media. They are not only texts and pictures; they include radio, films, television and computer programmes.

Uses of Films; Radio, Cine Film, Television and Computer as Teacher-Learner Machines

Radio Broadcasts

Here in education radio broadcast is a set of resources readily available to the teachers for use in the schools. All that the teacher needs is the type of radio set for receiving the programmes. He might need the tape recorder for recording and preserving the radio programmes or broadcasts for use in another occasion. Thus, the radio was introduced into the educational system in Nigeria for the benefits of the learners to gain skilled and expert teaching from the radio. While the teacher comes into contact with the expert tutors of their special subjects. Here the teacher gain more knowledge and methodology. So this system help teachers in the field where they find themselves comparatively ignorant and inexperienced.

Today educational radio programmes catering for institutions range from primary to secondary schools, teacher training colleges, polytechnics and colleges of education are broadcast to these institutions like:

- i) Education unit of the Federal Radio Corporation of Nigeria (FRCN)
- ii) Education units of the State Radio corporations

iii) The National Educational Technology Centre of the Federal Ministry of Education, Kaduna through the Network of (F.R.C.N.)

With these programmes, the radio undertake direct teaching because Nigeria lacks specialist teachers.

Cine Film

This is a well known teaching medium. Many educational films available in Nigeria are mainly for teaching in the secondary, teacher training and the tertiary levels. But it is best suited in teaching and learning situation where motion is important for the understanding of the topic. They aid the learner to get important detest which can be enlarged, as they combine motion, words, and colour, here the learner sees things in their natural colour, with this film excels the television. Also film shows the learner how to use the tape recorder in teaching and the effect of poor preparation before the use of instructional materials.

Television and Video Recordings

Educational television programmes and video recordings are not yet provided for use in the generality of the primary schools. As the attempts of equipping schools with these resources have been at the secondary and teacher training levels. Majority (if not all) the television teaching programmes are prepared for the secondary schools, teacher training colleges, polytechnics and colleges of education. Here it offers the learners the opportunity to experience scientific discoveries, and adventures like super sonic travels.

Computer

A computer can be defined as an equipment designed to facilitate storage, processing and retrieval of information. Every computer has three parts with each part performing specific functions. The parts are:

1. **Memory Unit:** This is the major storage device of every computer. It consist of registers in which symbols are stored, that is the register is taken to be a letter box into which letters can be stored by the use of an address. Today the ability to store quite a large amount of information is the advantage modern computers have over old teaching machines.
2. **The Central Processing Unit:** The information stored must be processed. This involves altering the contents of register according to a prescribed sequence. Thus, information processing is the use of rules to combine symbols for changing the content of registers.
3. **Input/Output Unit:** This consist of devices which permit a user to communicate with the computer itself. Input/output devices may contain materials as card readers, printers, magnetic tape units. All these aid the user to enter information into or receive information from the main computer. Input/output devices contain instruction for the computer while each instruction

consist of rules and the name(s) of the register containing data to be processed. Instruction contains the operation code and the location where that operation is to take place.

Computers and Human Brain

With this data it is clear that the computer works like the human brain. As our brains are capable of storing a lot of information. For us to note the information, there must be an input. This input is the instruction presented to us in the form of verbal message, written message, music etc. Thus, when we receive a message we act in some way. In acting we may add figures, to solve a problem. In processing the problem, we apply some rules as well reorganise knowledge (data/symbols) in our brain in order to perform the overt action of writing on a surface. Thus, all our actions represent the processing functions of a computer whereas the solution we write down on surface represents the output.

Computer in Education

When computer is used in learning, that type of learning is called “computer – assisted-instruction” or computer-assisted-learning. In computer-assisted learning, there is a programme, which represents the unit of instruction to be learnt by students.

When a programme is fed into the computer, a student can interact with the lesson by interacting with the computer terminal. With this instructional system, a learner sits in front of a computer terminal, while a computer terminal is made up of a television screen, the other names for this screen is Visual-Display-Unit (VDU).

Thus, the VDU is capable of displaying the lesson material generated by the computer. As the computer has a memory which is where the programme is stored, while in front of every computer screen is a typewriter keyboard. Thus, the student uses this keyboard to type in instruction to the computer and to respond to problems presented on the screen. So these typewriter keyboard serves as the input device while the VDU serves as the output device. Also instruction can also be fed into a computer by the use of telephones, microphones, or through satellite connections.

Uses of Computer in Learning

Computer can be used to perform the following types of learning:

1. **Drill and Practice.** Here a programme is designed to augment classroom instruction by providing the learner with different questioning exercises. All this is aimed at assisting him to review reinforce and ever learn a skill.
2. **Tutorial Learning.** The computer acts as a teacher surrogate, providing to learners independent instruction on a one-to-one basis. At this time, programmes are developed which aid a learner to master basic concepts as well as the rules of a subject matter. They also evaluate students’ understanding.
3. **Educational Gaming.** Here students take part in computer games, which aid learner to apply skills which will aid them to strive to win.

4. **Simulation:** here computer programmes can simulate real life experience. Thus, computer aid learners to acquire skills and integrate their previous knowledge learned concepts and principles into meaningful realistic problems situation, and this is done in word processing activities also in problem solving lessons.

Thus, the computer-assisted-instruction, aids individualizing instruction, that is lessons are prepared that meet each learner's needs. Here confidentiality of each learner's performance is strictly maintained. This system can be used for group instruction. Here this system helps schools to overcome the problem of location and timer. The computer terminals can be located in different locations and learners can make use of them at their own time and rate. Thus, computer in education makes it possible to store record about each learner. In effect it offers learners an opportunity of interacting with experts in specialized areas, which have impact on changing their immoral acts.

Communication Chain in the Classroom and the Teachers' Knowledge

In the classroom, communication takes place at different times. While the teacher's professional training and experience, aside from all this the teacher is exposed to other sources of knowledge in his society. Other sources of knowledge are other experts or resources persons, libraries and centres where teaching and learning materials can be prepared for use. Then real situations in his environment and another education agencies. Thus, the exposure of the teacher to other sources of information with his acquired education and working experience aids him to gain the appropriate knowledge. This equip the teacher well to handle the activities of communication in the classroom, where he links events lessons with morals values.

The Teacher's Role in Classroom Communication

The teacher is the central figure in between the learner and the message to be acquired as he direct and control. In this case the teacher's target is to succeed. To achieve this, he has to use educational technology approach as he endeavour to transmit the curriculum content to learners. Here the teacher identifies parts of a whole and apply step-by-step procedure, in solving problems.

While doing this the teacher selects the right information, which is based on the learners syllabus. This serves as the message to be taught to the learners.

The teacher then organize it in the form of lessons using the right language that the learners can understand. He makes use of other resources to make the learners understand the message. The teacher then thinks of the channel of communication which can be the teacher's voice or his person. This can be tools like distance learning texts, pictures, books, handout, radio, film, video, newspaper etc with this the learners receive the message.

In this process the teacher have to find a mechanism for checking the cycle of communication, i.e. if the message is understood, which can be done by evaluating the lesson. As such he has to ask the learners questions to test their understanding. With the analysis of responses from learners will indicate to him the extent to which the

Media as a Tool for Achieving and Sustaining Moral Education Millennium Development Goals (MDGs)

learners have understood the message. The information which the learners provide to the teacher through evaluation is called **feedback**. Thus, feedback is the knowledge the teacher gets from the learners to show the extent of their understanding of the teachers' message. In a case where he discovers that the message is not understood, he checks the problem and tries to remove it. From here he then re-teach the lesson and continue checking until he achieve success in sending the message. This process of getting feedback aids the teacher by enriching his knowledge and experience.

In most cases the message is prevented from reaching the learners. When it happens, this is referred to as **noise** in the system. As the visual representation of the classroom communication can result to hindrance i.e. noise in the channel. The noise makes it difficult for the learners to receive and understand the lesson, particularly moral ones.

The Effects of These Machinery in Impacting Moral Education to Achieving Millennium Development Goals.

With these machinery involved in the cycle of communication, it teaches, several things in the society. As it educates an individual in different roles, status, position and profession. The duties of a defective waitress, functions of the hospital, advertising agency, the police, the army, courtroom, behaviour in the night club or aeroplane are all portrayed in films, television shows, radio, computer etc. They convey to the learner ideal behaviour, note and status to emulate.

The effect here is objective inclusive and dynamic, the ends sought is moral education as the purpose of education in terms of transmitting and products of the past experience of the race as systematized knowledge. To moulding the immature into the patterns of contemporary thought and behaviour and this leads adjustment to and participation in, the status quo. And it aids the youth in interaction among themselves and their environment, with care that they view it intelligently and critically, and seek to bring about improvement. Here it justifies that moral education is concerned with living persons as individuals and in association with the other individuals and institutions. This justifies the wholeness and unity of living in a concern for the total personality. As the total child in the home, the school, the community and the world, represents the scope of moral education.

In this vein the use of this machinery leads to adjustment of education to suit individual. As it manifest in the growing recognition of individual capacities, needs and anti-moral problems, this in effect makes moral education more meaningful to all individuals. In this sphere it moves from traditional concept of education which was to adapt the individual to the syllabus and the school. While with these machineries it has led to the newer approach which has adjusted to the syllabus and the school to the individual, letting his capacities, interests, moral ideas, needs and problems determine a larger part of the programme planned for the learner. On this basis the teachers' knowledge and experiences has make the system to work.

This trend does not have to do with the more formal or traditional aspects of learning only, all the same this involves the total situation – the response of the learners is to his fellows, his teachers, the total school, and the large world about him. So to get

away from undifferentiated, uniform, “assembly line” moral education is more pronounced.

With this, moral education is gaining ground throughout education sphere from elementary to graduate schools. In the university level this is expressed in the growing effort to provide general courses of shared insights straightening a widespread of human knowledge and experiences upon the basis of which specialization takes place in the past few years of postgraduate work. In the long run the teaching-learning process is becoming more democratic in method allowing the learners to share more fully in determining the emphasis, their interest in the content of the curriculum, motivation for work in the opportunity to direct their own learning activities that constitute the school programme.

Thus, with moral education the learners are increasingly encouraged to be more creative, to have more initiative and responsibility, to have contribution to the process, to be ready for critical evaluation of their own success and to aid in the management of school growth or life through student government. Here as the learners get quality life in the classroom through their relation of learner to learner, and learner to teacher and to the larger school community, is the impact of moral education. Thus, learners are living meaningfully in a democracy, the smaller one of the school, which will train them for effective involvement ideal or emblem of democracy outside the school.

In effect this brings social progress as moral education helps to develop even greater intelligence about moral issues and more evaluate attitude towards social issues and problem. As learners are advised to study or research on social structure, to observe keenly the wide sweep of recent issues, and to develop a futuristic attitude toward constructive approach to democratic living. As such, with moral education learners are acquainting realistically with the operation of affairs in their community and to develop learners as world citizens.

To crown the impact of moral education in Nigeria in the 21st century, it has strengthen the spiritual values in several ways by equity the learners with moral insights, integrity of thought and act, equal regard of human personality wherever one finds his or herself to have faith in the free play of intelligence, both to guide, study, and direct action. In effect value of refined thought and feeling are requisite to bring life to its finest quality.

Conclusion

From the fore-going, it is clear that the reliance upon modern communication has changed the attitudes of learners and introduced moral education which serves as a basic free relief to the school syllabus. This serves as a free educational procedure from the binding grip of transition and custom. Thus, with the aid of communication as tool to effective moral education, it has aid moral values to furnish with these tools which may test its own activities and discover better ways of directing growth in learners.

Recommendations

From the foregoing, what then are the recommendations or prospects of media as a tool for achieving and sustaining moral education millennium development goals. Here, it is clear that to shut morals in our thought in any area of life is to shut ourselves off from the spring of life. We must then resort to digging our little reservoirs to conserve the previous little store slip away from us.

Thus, any activity, any thought, that is not subject to God's word is necessarily subject to an idol, the deification of an aspect of the creation. This rules out all possibility of either synthesis or co-existence. Every system of thought that is constructed from a position of professed religious neutrality, whether it be a philosophical, a scientific, a political, or an educational system, is rooted in an idolatrous principle that is the antithesis of moral; the final, irreconcilable antithesis that can never be resolved in a synthesis.

All human thinking that is not pursued in obedience to morals leads man in the way of death, intellectually, socially, and in every other aspect of man's life.

In this line man as a religious being, a being whose very existence is religiously defined, man's life, in its entirety, is always governed by the prior religious commitment. Neither logical analysis, or existential decision, nor national thought, nor empirical research, nor any other human activity can be religiously neutral. Thus, the religious commitment of the acting person governs the direction in which the activity leads.

In this vein the paper recommends the following, based on the advantages of media as a tool for achieving and sustaining moral education, millennium development goal. As the early learning science series (ELSSA) is encouraging scientific attitude through its programme by concentrating both on the pupils and the teachers. According to Professor Bajah, the teacher is the key to success of any programme developed for school children. As the aims of ELSSA are to allow children to cultivate the habit of reading, extend and reinforce natural skills, encourage children to learn science at their own space, involve parents in the learning process and take children in a changing environment.

While on the benefits of computer networking and other devices earlier mentioned, it allows for the sharing of computer resources, both hardwares, (i.e. printers, CD-ROM Drives, Scanner etc) and software. It helps in communication like using e-mail and the world wide web. They, aid provision of local facilities without the loss of control. It allows an even distribution of works, allows for more efficient management of resources, keeps information reliable and up to-date. It helps speed up data sharing. It helps business and clients to communicate more effectively, as it allows for cross-cultural communication especially on the web. It greatly expands the cross-fertilization of research and business ideas.

Thus, the computer is the most important resources which the 'developed' counting have but which the 'developing' ones do not currently have a relatively high level of scientific and technological capability, a high level of computer literacy inclusive. It means computer has permeated virtually every aspect of important human activity. Little wonder than, you find them at the banks, the secretary's desk, in the fire

station, in the classroom, and in the home etc. From this point it is clear that computer being simply an electronic device or machine that perform calculations and processes data with great speed and accuracy. It is able to accept information, apply some processing procedure to it and provide a quick feedback to the user. Thus, within the context of national development, it finds useful applications in several sectors of the economy.

Like education in the three major instructional uses of computer as computer assisted instructional (CAI), computer managed instruction (CIM) and problem solving.

In the light of the above advantages, it is not advisable not only to take account of the purchase price, but also the costs of servicing, the life and cost of computers, Radios, Television etc. Funds should be provided by government for the purchase of these tools, provide adequate installation facilities for them. Also, electricity supply should be improved to guarantee safe preservation of these tools and if possible supply schools with portable generators.

The government could go into partnership with some business promoters to encourage and sustain indigenous inventions aimed at increased media tools.

References

- Associateship Certificate in Education series, (1981). *Educational technology*. Ibadan: Heinemann Educational Books (Nig.,) Ltd. Ibid. pg. 400.
- Bello, O. O. (1997). *Teaching primary science with local materials. The ELSSA Strategy*. A paper presented at ELSSA – British Council Primary Science Forum, NTI, Kaduna 16 – 18 September, 1997.
- Fowler, S. (1987). *Issues in the philosophy of education*. South Africa: Potchefstroom University, Pg. 25-26.
- Hamilton, D. (1973) *Technology, Man and the Environment*. New York: Charles Scribner's Sons. Pg. 150 to 153.
- Harris N.D.C (1979). *Preparing educational materials*. London: Croom Helm. *Ibid*.
- Ilori, J.A. (2002) *Philosophy of Christian education. An African perspective*. Kaduna: Baraka Press and Publishers Ltd.
- Institute of Education, (1981). University of Ibadan, education technology, ACE Series, Ibadan: Heinemann. In Federal Ministry of Education, *Special Teacher Upgrading Programme (STUP)*, Nigeria Certificate in Education (NCE) Course Book on Education Year I. Kaduna: National Teachers' Institute, 2007, Pg. 383.
- Institute of Education, University of Ibadan (1981). *Educational technology*, Associateship Certificate in Education series. Ibadan: *Ibid*.

Media as a Tool for Achieving and Sustaining Moral Education Millennium Development Goals (MDGs)

Onyejemezi, D.A. (1981). Curriculum materials in Onwuka, Uga (ed) *Curriculum development for Africa*, Onitsha: African Publishers Ltd. *Ibid.*

Onyejemezi, D.A. *Educational technology for N.C.E.*, Ibadan: Longman Nigeria Ltd. *Ibid.* Pg. 394.

Shishima, S.D. & Apenda, A.Z. (2009). *Perspectives in moral philosophy and discipline: The Nigerian Experience*, Makurdi: Obeta Continental Press, pg. 39.