

Desiree Vargas

EDG500

March 10,2023

Lab 5

My hypothesis- My hypothesis for my research project is that students that are taught using different forms of multimedia will learn better than students that are taught with one mode of learning. This is my prediction because my experience in the classroom has shown that students are able to learn when they are taught using different modes of learning to deepen their understanding of the material. The independent variable will be the group that is being taught using one mode of learning. The dependent variable will be the group that gets taught using multiple modes such as audio, and visual examples.

Lab 7

In today's 21st century classrooms have evolved the way they teach while others have stayed in a more traditional way of teaching. There is nothing wrong with teaching using only one mode of learning but today's students require other tools where lecturing and printing out materials isn't enough. The three topics that stood out among the ten sources were technology in the classroom, effects on students learning and verbal and non verbal materials. The first category included five sources which were digital media in today's classrooms: the potential for meaningful teaching, learning and assessment, empowering personalized learning with an interactive ebook learning system for elementary school students, how the young generation uses digital textbooks via mobile learning terminals: measurement of elementary school students in china, using a multicomponent multimedia shared story intervention with an ipad to teach content picture vocabulary to students with developmental disabilities. In regards to the article *Education & Treatment of Children, and Multimedia In Education: Adaptive Learning And Testing*, along with the other aforementioned sources, it was stressed that multimedia, especially when being compared to the simple aspects of media, has numerous helpful effects when it is used properly in a classroom. Those helpful effects of multimedia in the classroom include accessing prior knowledge, evoking emotion, stirring interest, heightening curiosity, and appealing to multiple intelligences. In addition to this, studies show that students are positively impacted in their achievements in the classroom when they are given the opportunity to use a form of multimedia to work on assignments such as a collaborative, creative project. The positive impact of multimedia on student achievements is unsurprising given how students live in a media sphere, whereas they consume electronic media everyday at a consistent rate. What remains unfortunate, however, is that teachers still have the propensity to choose print based

resources as their primary format for classroom activities and assignments. As such, students continually find printed material lacking in stimulation while teachers try to convince themselves that the traditional methods of printed material is a more comfortable format to avoid distraction and deviation from classroom learning. The second category includes two sources which are Multimedia learning and Multimedia in Education and Special Education. The second category speaks about effects on students' learning utilizing transfer tests. Transfer tests are where students are able to use the material in a presentation to solve new problems. Students perform better on transfer tests when they learn from words and pictures than when they learn from words alone. These results provide clear and consistent evidence that multimedia works – that is, it is better to present a multimedia explanation using both words and pictures than using words alone. The third category includes three sources which are Evaluation of multimedia classroom teaching effectiveness based on RS-BP neural network, Cognitive load and learning effects of having students organize pictures and words in multimedia environments: The role of student interactivity and feedback and interactive multimedia based on cultural diversity to improve the understanding of civic concepts and learning environments. Teaching students about a causal system in both verbal and nonverbal codes results in stronger encoding than teaching them with a verbal or nonverbal code alone.

Multimedia learning offers a potentially powerful way for people to understand things that would be very difficult to grasp from words alone. It offers a glimpse of how we can improve upon verbal messages that have become the basis for most instruction. It offers a vision of the potential of multimedia to improve human understanding.

Category 1- Technology in the classroom

Sources 4, 7, 8 , 2 and 6

Source 4 Digital Media in today's classrooms: the potential for meaningful teaching, learning and assessment

Source 6- Empowering personalized learning with an interactive ebook learning system for elementary school students

Source 7- How the young generation uses digital textbooks via mobile learning terminals: measurement of elementary school students in china

Source 8- Using a multicomponent multimedia shared story intervention with an iPad to teach content picture vocabulary to students with developmental disabilities. Education & Treatment of Children,

Source 2- Multimedia In Education: Adaptive Learning And Testing.

Category 2- Effects on students learning

Source 3- Multimedia learning

Source 10-Multimedia in Education and Special Education.

Category 3-