



Research Article

ISSN : 0975-7384  
CODEN(USA) : JCPRC5

**Misunderstanding and mishandling of multimedia in teaching and the countermeasures**

G. Q. La

*Education Department of Yunyang Teachers' College, Shiyan, Hubei, China*

---

**ABSTRACT**

*With the increasing popularity of multimedia to teaching in current development of educational informatization ,however, we saw a more and more seriously concomitant misunderstanding and mishandling by teachers in its application. This paper aims to analyze the misunderstandings and mishandling existing in multimedia teaching and then propose some reasonable measures against it.*

**Keywords:** multimedia; information technology; educational informatization ; courseware

---

**INTRODUCTION**

With the growing popularity of the information technology, multimedia-aided teaching method has covered teaching of almost all levels and depths, especially in classroom teaching, where the application of multi-media teaching has become an essential skill for teachers. Multimedia teaching is a means to improve teaching effect by integrating teaching contents with images, text, animation, audio and video with the help of information technology. The early application of slide projectors, movie players and projectors in the field of education has exerted a great influence on teaching process. Moreover, computer, network, electronic whiteboard, projector and other media of powerful expressive force today provided unlimited potential to the innovation of teaching methods.

**1 The advantages of multimedia teaching**

The whole process of teaching in a traditional classroom is primarily carried out by a teacher 's mouth, a textbook, a piece of chalk and a blackboard, where the arousal of students' learning enthusiasm mainly rely on the teacher's personal teaching experience and style, while their learning effect is not quite as ideal as expected. In contrast, where the media teaching methods are used, there are tremendous changes undergone in both classroom atmosphere and content. Vivid images, animation, video, music, etc but not text and illustrations present the teaching content grab, students' attention and improve their learning significantly[1]. To sum up, the multimedia teaching has the following advantages:

- 1.1 Diversified presentation of the teaching content improve students' comprehension of what they can learn in class.
- 1.2 Both teachers and students change their roles, and the classes are organized from Teacher-centred to Student-centred.
- 1.3 Abundant pictures going with the text greatly enrich the teaching information.
- 1.4 It offers possibility for more teaching organization form.
- 1.5 It enhance interactive teaching and improve not only the "teacher-student interaction", but also" the interaction among students" by increasing "human-computer interaction".
- 1.6 It expands the study space from the single classroom teaching to online and offline ones.

At present many educators take a quite shallow approach to it. They equate multimedia teaching with the application

of computer or internet when teaching. Actually, the ultimate goal should be the achievement of the best teaching effect with the pursuit of a comprehensive function of various media, but not the attention to how many multimedia teaching means there are.

## 2 The misunderstandings existing in multimedia teaching

### 2.1 Over-reliance on multimedia

Along with the gradual advancement of education informationization, a skillful application of modern media, such as computer, electronic whiteboard, projector, etc in their classes has become a must and has also listed as an important indicator of assessment of their work to teachers. Some take it for granted that multimedia can totally replace traditional blackboard teaching model, wall charts, etc. Some more even believe teachers can be replaced as well with the presence of multimedia. They make multimedia seemingly omnipotent.

### 2.2 Multimedia courseware varies in quality

2.2.1 some so-called multimedia courseware is nothing but merely the presentation of teachers' blackboard-writing and their lectures on the screen. The whole teaching process degenerate to a reading of the slides by teachers and a sheer looking at them by students.

2.2.2 Some overstress the form of presentation. Exaggerated color, abundant reference and frequent changing of pictures or animation leaves students nothing but dizzy and no enough time to think at all, let alone to digest what they have seen and been told.

2.2.3 Some teachers directly use others' work or products by some publishing companies in their class without any modification, as a result, which often causes more problems than it solves.

### 2.3 Hinder the interaction between teachers and students

The application of multimedia increases the amounts of information in teaching to some extent, which results in many teachers deliberately reducing the interactive activity between teachers and students and among students. Thus there follows an inappropriate use and over-independence of multimedia courseware. It weakens the leading role of teachers by turning students to audience, teachers to projectionists and narrators, which largely affect the exchange and communication between teachers and students, seriously affected teachers' understanding and mastering of new knowledge, and therefore greatly reduced students' learning effect

## 3 How to solve the problem

### 3.1 Erecting a correct understanding of the role of multimedia in the teaching process

Multimedia teaching is the inevitable result of the application of information technology in education field. It integrates a variety of information resources to a large extent, helping teachers to stimulate students' interest in learning in the teaching process and then to improve their learning efficiency. But educators should clearly know the fact that multimedia can only be used as an assistant method applied in the process of teaching. It can not completely replace either the teacher or the traditional teaching means. In the actual teaching process, teachers must deal with the relationship between teachers and the media, between the students and the media and between the traditional teaching media and multimedia. And also teachers should try to achieve a flexible use of various media and a perfect combination of the teaching content and media application. The design of multimedia courseware should be based on the idea that the student is the main body of the teaching system, making it focused on teaching content, serve the teaching process, and maximize the teaching effect.

### 3.2 Laying emphasis on guiding students' thought while using multimedia process

Multimedia should be carefully designed and selectively on the basis of a good understanding about the characteristics of different subjects, but not simply for saving a lot of writing on the blackboard. What's more important is a stress on the guidance of students' thinking process, especially in science and Engineering class. For example: the demonstration of physical phenomena, and the derivation of a calculation formula can not be given directly without a step by step process. We should leave students enough space to think until the deduction of the final result.

### 3.3 Combining the leading role of the teacher and the students' subjectivity

While using the multimedia, the teacher should play a leading role by making full use of the it, which is of a comprehensive representation form, to create a good learning environment for the student. And effective teaching activities should be carried out effectively around to serve the student, the main body in teaching. The interaction between teachers and students, students and media, and among students should also be emphasized. All the efforts work together to stimulate the students' initiative, so as to guide students to participate in every step of learning, and finally help them construct their own knowledge system.

### 3.4 Carefully designing and making multimedia courseware suitable for different subjects

#### 3.4.1 Do a systematic designing for teaching

Teaching is systematic. The teacher should take the way the multimedia courseware applied, the content and the time it presented as an integral part of the whole teaching process, which is more likely to obtain an effective enough result.

Suitable teaching methods, teaching strategies and teaching media will be carefully chosen in accordance with the characteristics of various subjects, different teaching objects and the actual teaching content. And it needs a constant revision till the ideal effect achieved.

#### 3.4.2 Make elaborate multimedia courseware

The making of multimedia courseware must be based on the characteristics of respective disciplines and the actual needs of teaching. A proper use of text, sound, images, video, animation and other forms gives full play to multimedia's advantages of being vivid, immediate, and strongly interactive, which creates an interesting teaching situation and inspire students' interest in learning to achieve the best effect of teaching. At the same time, each step should be elaborately designed on a combination of the teaching content, teaching objectives, the key and difficult points with the students' learning habits, hobbies and so on

##### (1) Focus on the key and difficult points

Multimedia courseware is just an aid to the teaching and learning. Where students find hard to understand, there lie the key and difficult points to teach. So the stress should lay on them when making a courseware, helping students with a mastery of the knowledge through its vivid guidance.

##### (2) Artistic page design

The composition should be balanced, the emphasis should be obviously shown on the screen; the headline should be at the top centre; the theme part should take most of the entire area; a brief description is required; the explanation part should be at the bottom of the screen; the color should be in total contrast to the background and the words; the color should go with the seasons and etc

##### (3) A match of the sound, image, animation to the theme

The sound, images, animation, video and so on are chosen for a further explanation of the teaching content. Therefore, in both the design and selection process, they must match the theme very well. Be careful to avoid choosing those materials irrelevant to the theme at all. Or it will fail in improving the teaching effect and even worse in arousing Students' antipathy.

## 4 Concluding remarks

As an effective teaching method, Multimedia teaching offers huge possibility for the implementation of modern teaching, and injects some fresh elements into the classroom teaching. Every educator should have a rational analysis and serious treatment of the new teaching means before and while using it. We must study the subjects carefully, choose the proper form to represent the teaching content in a flexible way, and make it really helpful to the students. Thus the truly integration of media and the course, and the optimization of the teaching effect will be achieved.

### Foundation item

This paper was found by the teaching and research project of Yunyang Teachers College.  
Project number: 2010116

## REFERENCES

- [1] La Guoqing, Wang Yue, Xie Zhongfeng. The study of the function and application of Freeze in the multimedia teaching [J]. The research of network security technology and application, **2014**
- [2] sun Lihui [J]. Problems existing in the application of multimedia technology in teaching and the strategy, **2013**
- [3] La Guoqing (1979 -), male, Urumqi City, Xinjiang Province, master, lecturer, teacher of Education Department of Yunyang Teachers' College;