

Describe what you consider to be the most significant benefit students, at the identified level of your choice, get from the use of multimedia/hypermedia in education. Be specific with your explanations and give examples.

Using multimedia/hypermedia in my classroom has been probably one of the reasons for the increased rate of students passing the basic skills math courses, since I was hired to teach the developmental math courses approximately 2 years ago. Previous instructors' instructional method was entirely based on class lectures and recitations, using the course textbook as the primary resource for information. This traditional delivery of instruction was probably an effective method for teaching and learning mathematics when these instructors and I were students, but not an effective approach for the generation of students we have now in the classroom. Howard, Ellis, and Rasmussen (2004) noticed this difference when they stated that today's students are constantly exposed to sights and sounds that they become immediately bored by the slow pace of traditional lectures and static course textbooks.

My students have become more engaged or involved learning mathematics when using the multimedia/hypermedia tools available in my classroom through MathZone or MyMathLab (web-based math programs). These math programs provide video lectures, animations, Internet links to tutorial sites, and interactive practice sets that have helped them understand and successfully do math. Many of my students have stated that they have gained confidence doing mathematics since using the web-based math program. They can learn at their own pace and quickly learn what they did incorrectly thanks to the immediate feedback they receive for each problem. Students do not feel intimidated or embarrassed getting the wrong answers in the computer, which they often experienced during class discussions or recitations. I have noticed students' motivation, determination, and perseverance of doing mathematics has increased due to the multiple attempts they have to complete the practice problems. These multimedia/hypermedia tools are available outside the classroom setting and many students are completing the assignment practice set even before being assigned. During class lectures, I have observed students who have printed out my Power Point presentations (available in Blackboard course shell) to use it as class notes. The course textbook is also available as an e-book, which I often show on the screen projector for those students who do not bring the textbook to class or do not have a hard copy.

Overall, the most significant benefit students get from using multimedia/hypermedia tools in my classroom is that they are becoming active participants of the learning process. Math is learned by doing and not just by listening and looking the instructor's class lectures. Neo (2007) stated that multimedia is changing the way we communicate information to each other (teacher-students) and its multi-sensory ability can be used to enhance the traditional class lectures (which he called "chalk-and-talk"). Teaching and learning math is becoming more interesting and engaging than ever before.

## References

- Howard, W.G., Ellis, H.H., & Rasmussen, K. (2004). From The Arcade To The Classroom: Capitalizing On Students' Sensory Rich Media Preferences In Disciplined-Based Learning. *College Student Journal*, 38(3), 431-440. Retrieved March 31, 2008, from ProQuest Psychology Journals database. (Document ID: 709778331).
- Neo, M. (2007). Learning With Multimedia: Engaging Students In Constructivist Learning. *International Journal of Instructional Media*, 34(2), 149-158. Retrieved March 31, 2008, from Research Library database. (Document ID: 1273245891).