

## A Survey Study on the Application of Instructional Media:

### The Case of Kotebe College of Teacher Education

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#### Introduction

The development of communication technologies is the shift of educational philosophy from teacher centered to student – centered. Education has added importance to what are now differently called as audiovisual aids, educational media, educational technology, educational resources, educational mass media, instructional materials, etc. These materials are used both as tools for teaching and avenues for learning (Osuala, 1994:337-353); as cited by Amare (1996). They include the things, which are manipulated, seen, heard, read and talked about, plus the instruments which facilitate such activities (Ibid).

Students' exposure to different media is believed to broaden their experiences and improve their creativity (Dale; 1969). Joseph (1973:21) stressed that the evolution of the "Instructional Material Center" is the result of the effort made by traditional libraries in adding such materials as record

players, film strips, viewers and other materials to their books stacks, periodicals, etc.

Quoting UNESCO sources, Amare mentions the "National Education Technology Center" was established in 1975 by MoE which is now called the EMMA as representing a center of Educational Technology.

Tsega (1983), Belayeneh (1991) and Fantu (1992) as cited by Amare and Tasew(1996); have tried to draw parallels between educational technology centers and resource centers observed in other countries and pedagogical centers in Ethiopia. In fact Tsega (1983:20) believes the seed of pedagogical centers in Ethiopia is the British "Teachers' Center".

Non- specialist educationalists generally consider educational technology as the use of micro computers and audiovisual equipment in particular; Rheaume (1993) observes that to certain teachers, the term "Educational Technology" refers to materials or equipment. Some of them define the field in terms of audiovisual products and the media. Others lay emphasis on programmable learning and observable behavior.

Stolovitch and Larocque (1988) observed that non educationalists manifest an almost complete ignorance about technology issues. Specialists consider educational technology as an intellectual process and practice that addresses the needs of learners and those of teachers to enable them to determine precisely the objective of learning as well as the means of achieving them. To make the term educational technology more clear, it is essential to recognize the types of instructional media;

Instructional media can be seen as:-

1. Visual media: i.e., projected and Non-projected visuals.
2. Audio Media; i.e., phonograph (record player), the open-roll tape recorder, the cassette tapes recorder, the micro-cassette tape recorder and the audio card reader.
3. Audiovisual Media; i.e., Films, printed materials with recorded sound, sound film strips, television, videotapes, VCD, DVD, computer, etc. and
4. Language

It is agreed that instructional materials provid the learner with a wide

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## A Survey Study on ...

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variety of experiences such as: doing, drawing, reading, reporting, researching, listening, observing, role playing, experimenting, speaking, discussing, computing, thinking, problem solving, etc.

Thus, this paper tries to investigate to what extent instructional materials have been emphasized, known, made use of, and prepared by instructors in teacher education colleges in general and Kotebe College of teacher education in particular.

The paper tries to answer five research questions through the following research strategies:

- The main data sources were trainees, instructors and documents.
- Data gathering instruments were observation and interview.
- With regard to the procedures and data analysis; some randomly selected departments of ten instructors and 65 trainees were interviewed. Three consecutive observations were held in three randomly selected departments: i.e. Social Science, Language and Education.

The data collected were organized and analyzed using qualitative method of data analysis.

The major findings and concluding

remarks had been discussed in detail.

Some of the major findings are :

- The objectives of the college's skill development and pedagogical resource center were partially achieved.
- Most of the instructors were not devoted to prepare and use teaching aids in the classroom.
- Most of the trainees were not aware of using the appropriate instructional materials/teaching aids in their practicum courses.
- Instructors do not motivate trainees to prepare, select and use teaching aids during the teaching practice.
- Most of the instructors know that instructional media plays a great role to increase the retention power of the learners and to relate the theoretical part of the lesson to the environment.

### Research Questions & Strategies

1. Are the objectives of the college skill development and pedagogical resource center achieved?
2. Do instructors really apply instructional materials/ Teaching aids in the classroom?
3. Are the trainees aware of using the appropriate instructional materials/Teaching aids for their practicum courses?
4. Do instructors initiate trainees to prepare, select and apply teaching aids?
5. Are instructors aware of the significance of instructional me-

dia?

In order to answer the above mentioned research questions, the following strategies were designed:

Data Sources:- trainees, instructors & some documents.

Data gathering instruments: Observation and interview

Procedures & data analysis:- some randomly selected departments of ten instructors and 65 trainees were interviewed. Observation was held in three randomly selected departments i.e. Social Science; Language & Education and three consecutive observations were held in each department.

Data obtained through interview and observation were organized and analyzed. Mainly qualitative method of data analysis was used.

### Discussion and results

\* Regarding to the 1<sup>st</sup> research question "Are the objectives of the college skill development and pedagogical research center achieved?"

1 To answer this question, interview sessions for trainees & instructors were held in addition to the observation carried out in a bid to meet the following purposes:

1. The pedagogical resource center should play as an integral part in course offering, and should be seen by all stakeholders as an important input to the courses and not just as an accessory.
2. It should display a certain range of possible teaching aids as inspiration.
3. It should be a place for making

- teaching aids, using locally available resources not as an exhibition, a library or a museum.
4. Students should be able to make use of and keep in touch with teaching aids during their practicum and teaching practice.
  5. It must serve as a model as to what should ideally be happening in schools.
  6. Training courses on teaching methodology should be part of its function.
  7. Training courses on construction of teaching aids and technical skills should be part of its function.
  8. It should be open to all; instructors, trainees and cluster school teachers.
  9. It should be used by instructors with their students as part of teaching and learning.
  10. It should be available for students out of lecture time to come and go freely, to prepare or make use of resources.
  11. It should be well signposted, attractively handled, both inside and outside, and have a clear and tidy layout.
  12. It should consist of three areas or rooms, a reception and display area, a construction/manufacturing room and a training room.
  13. The model classroom should be seen as part of the pedagogical resources center and shall be used as the training room.

The data collected through observation and interview indicates that among the above mentioned purposes of the center 1,2,3,4,10 and 11 are practically implemented; whereas 5,6,7,8,9 and 10 are partially implemented; however, 12 & 13 are not observed

practically.

\* Concerning research question No.2

“Do instructors really apply instructional materials/Teaching aids in the classroom”.

Some departments (Education and Language) are using teaching aids to some extent; whereas pre-school instructors apply instructional materials/teaching aids most of the time.

\* Regarding research question No.3

“Are the trainees aware of using the appropriate instructional materials/teaching aids for their practicum courses”.

To some extent some trainees prepare & use teaching aids when they go for practice to different schools.

\* The data collected to answer question no.4 will be as follows:-

“Do instructors initiate the trainees to prepare, select and apply teaching aids?”

The answer given by respondents was some instructors do & most of the instructors do not initiate the trainees to prepare, select and apply teaching aids.

\* The data collected to answer question no. 5 is as follows:-

“Are the instructors aware of the significance of instructional media”?

All respondents said yes, the instructors are aware of the significance of instructional media; however, they are not devoted to prepare and apply teaching aids practically in the classroom.

### Concluding Remarks

Finally, it is very important to take note of the following points in order to have a better use of the Instructional Media among instructors and trainees.

- Initiate instructors of each department to produce & use at least two teaching aids appropriate to the content in each course delivery.
- Encourage the trainees to properly utilize the teaching aids prepared and available in the center for the practicum courses.
- Encourage instructors to use the already prepared teaching aids during instruction
- Train student- teachers to produce and utilize teaching aids
- Inform cluster schools to share experiences in producing and utilizing teaching aids.
- Create opportunities for cluster schools to use teaching aids available in the college and return them if and when necessary.
- Make the center productive and busier.
- Make the resource center a model for other schools and colleges.
- Allocate sufficient budget to the center to buy raw materials which will be used to produce additional teaching aids.
- Assign a full time technical staffer who can help and guide those who are producing teaching aids.
- Try to produce non-projected visuals from locally available raw materials.
- Try to obtain project visuals (over head, slide, film strip, etc) and audio media (television, computer, etc.) through various ways possible.
- Create mechanisms of follow up and monitoring.

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