



**STUDY ON THE ADVANTAGES AND DISADVANTAGES OF  
MULTIMEDIA TEACHING**



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**To**

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### Abstract

This research detailed the development of multimedia teaching combined with old-style alternatives. This study focused on the design and development of the multimedia concept to succeed in the education community and reflects the learner's interests where users can be accessed. This research emphasized the role of emerging technology and its applications in teaching and learning tools. With the rapid development of science and technology, most industries use new technologies, especially in education, and digital literacy and awareness of technological developments are vital issues. The use of new technology was presented for its use in the teaching-learning phase and the point process that the teacher and learner will incorporate together. Schools have invested money to introduce new electronic equipment, construct multimedia classrooms, encourage teachers to learn more about using multimedia teaching techniques, and significant improvement and enrichment of teaching methods fully mobilize teachers to "practice, use and teach" to regulate their behavior and stimulated the enthusiasm of students for learning, thus significantly improve the teaching effect. However, it was also found that the in-depth application of multimedia technology generally reflects some problems in the daily study of teachers and students.

**Keywords:** multimedia technology, traditional teaching, Chinese teaching method, class setting, information technology

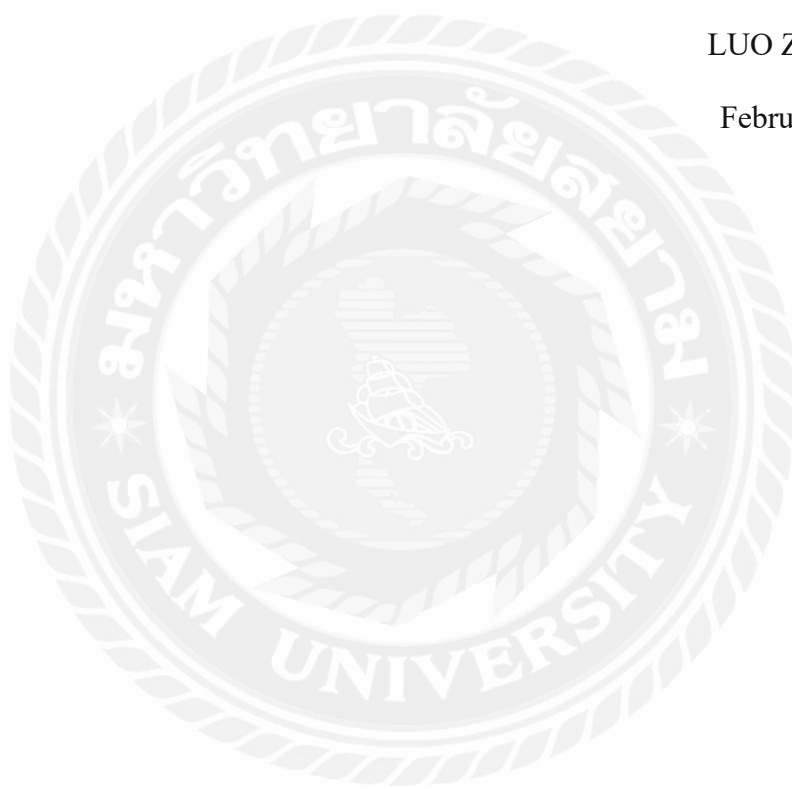


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LUO ZONGHAO

February 27, 2023



## DECLARATION

*I, Luo Zonghao, hereby certify that the work embodied in this independent study entitled “Research on Financial Risk Evaluation Model Based on Risk Management Theor” is result of original research and has not been submitted for a higher degree to any other university or institution.*

*Luo Zonghao*

(Luo Zonghao)

Feb 27, 2023



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# Chapter 1 Introduction

## 1.1 Research Background

With the rapid development of information technology, the new teaching mode (modern teaching) attacks the traditional teaching mode, and then the problem is, how should we deal with the new things?

Modern teaching, also called multimedia teaching, refers to a teaching method through teaching design, teaching tasks and teaching objectives in the process of teaching knowledge, and combining with traditional teaching means to participate in the whole process of teaching(Liu, & Long, 2014). With a variety of media information acting on the classroom and students, to form a reasonable teaching structure, to achieve the optimal teaching effect.

Multimedia refers to the operation of various multi-modes and channels to provide information and knowledge(Huang, 1998). This is about merging all sources such as audio, data, and visuals to reach for wider audiences. These tools could not scope the location and time barriers in enhancing e-learning lessons of students. Multimedia tools adjust all people regardless of the mode and channel. They are about the incorporation of both traditional and virtual learning practices. Educational institute use different multimedia tools, such as, social media, simulation and interactive games platforms, online learning management systems, and others, to conduct students for training and instruction .

Wankel & Blessinger (2013) explained that the highest goal of using multimedia technologies is to increase motivation for academic accomplishment. For instance, in the learning environment and students. They can use these tools to extend the dialogue beyond the ordinary class setting. Rather than assuming that these tools are inherently a distraction from learning, one could design the course and the classroom interactions in such a way that they become tools to enhance the learning experience by, i.e., allowing students to engage in such ways that is more interesting and meaningful and authentic to them. Imposing a one pattern for all student in teaching and learning paradigm on students will likely lead to frustration and discontent. Most learning tools today should, regardless of the mode of delivery, focus more on collaboration and engagement across all learning domains(Schulz,&Gopnik,2004).

The important advantages that multimedia can present teaching, learning, and barriers to understanding that potential is classified. It has grown steadily to observe learning sources as more than simply one-off text or graphic-based implications of

information. It's every resource will be reclaimed. This would dispute that every resource created by learners. It has likely to be of value many learners in future. The coin has two side the multimedia teaching involves a wide range of areas, a large amount of information, positive and negative information coexist, for the teaching materials must be first screened, the positive information should be brought to the classroom, to avoid bad and negative information into the teaching, we assume that multimedia teaching has the following two characteristics: (a) Information diversification, difficult to select materials. Electronic materials are varied, extracting useful information is like looking for a needle in a haystack, also sorting and system screening are difficult. (b) Computer viruses occur frequently, and materials are easy to leak. In the face that firewall and anti-virus software update speed is slower than the generation speed of virus, malicious virus is easy to change or destroy the textbook, which greatly affects the progress and quality of teaching.

This purpose of study is analyzing the advantages and disadvantages of the new teaching method by multimedia compare with the traditional teaching mode, and reflect the advantages and disadvantages of the multimedia teaching mode. This also include describe the essence of modern model with new environment after Pandemic. The integrated of model between the new and the old teaching modes which create by the combination of Chinese and western. The study can generate the new idea that establish the power of knowledge in multimedia teaching in recent.

## **1.2 Research Problems**

Traditional teaching mode is gradually replaced by modern teaching mode. How to reasonably use modern teaching is a problem that we should explore. Under the impact of new products, we should not only retain the positive spirit of traditional teaching, but also keep pace with the times. Do not blindly pursue unilateral effects, the combination of Chinese and Western countries can play a better effect.

This literature is mainly studied from the following three aspects

1. What is the beneficial aspects of multimedia teaching, and the knowledge points can be better taught to students through modern means.
2. On the adverse research of multimedia teaching, the emergence of new things must have advantages and disadvantages, how to screen and reduce the negative information, in order to furthest take the good and discard the bad.

3. How to combine the old and the new ways can effectively seek benefits and avoid disadvantages, so that multimedia teaching can truly become an auxiliary means to impart information.

### **1.3 Objective of the study**

The purpose of this paper is divided into three points:

1. Explore the advantages and disadvantages of the new teaching mode, weigh the traditional teaching mode, and reflect the advantages and disadvantages of the multimedia teaching mode.

2. The new model should be accepted, the old model should also be weighed, not blindly accepted, but to learn to distinguish, take the essence of modern teaching to remove the bad of traditional teaching, the Chinese culture of five thousand years of inheritance must have his extraordinary place, we must be cautious and modest, to eliminate the really bad things for better serve of the teaching.

3. Effective combination of the new and the old teaching modes, to weigh the importance respectively, in way of neither discarding traditional mode and effectively integrating into the modern one for effective teaching, the combination of Chinese and western, achieve mutual restriction and mutual support on students and learners with twice result with half effort in daily learning, which is the purpose of our study in this paper.

### **1.4 Scope of the study**

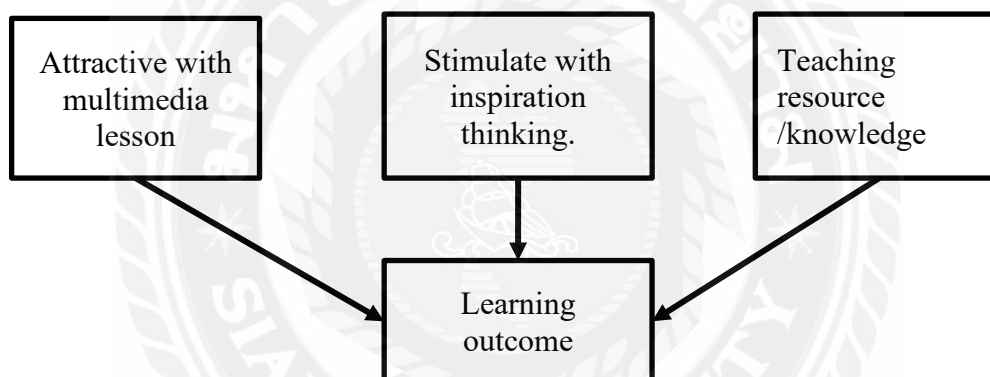
This paper takes a class in Senior Two as the research object, and analyzes the learning results through daily comparison teaching, experimental teaching and other teaching means. It aims to compare the quality of teaching the same content under different teaching modes, which contributes to the choice of teaching methods in the future.

Based on the traditional teaching method, and then upgraded to the multimedia teaching mode. Through comparison, the teaching effect under the new mode is better than that under the traditional teaching mode.

## 1.5 Research Significance

In the teaching process, teaching and learning are not only two independent individuals, but also a mutually restricted whole. Teaching mode is a form but also a key factor, effectively using pictures, sound, text and other ways to teach knowledge points, will have different harvest and effects. Therefore, what kind of teaching mode should be chosen for different teaching content is very critical. The expected results have to encourage policy and practice to implications for professional development management for instructors. The education institutes may be regulated for their courses which related to government regulators of higher education in China. They should help the current status of China's advance to the progress of internationally proficient teachers. The broad significant of the study is that current organizes for the professional training of internationally proficient technologies should support stronger commitment of multimedia students that are more relevant to a Chinese lesson context.

**Table1-1: Mind map**



The benefits of multimedia teaching, the theoretical framework explains how to create the learning outcome from multimedia sources. Multimedia is the intertwined integration of many components such as; text, visual art, sound, and video that can attractive and intuitive learners with skill and knowledge. Th study require to optimize the teaching effect, enrich the teaching resources, and expand the scope of students' knowledge to new area by new practice. This study might reduce the difficulty of teachers' lesson preparation, and the convenience of teaching is more prominent, inspire thinking and stimulate interest. As beginning stage of a multimedia production, the target of learner must be clearly classified, which have directly affected the media requirements and project planning. It is at this stage that the provider decides on the theme and missions of the production to meet the needs of the target learners. The multimedia courseware can difficult courses into easy and solve difficult problems. This may give to strengthen practice and extend knowledge

The disadvantages of multimedia teaching in this conceptual framework are about the priority of classroom teaching content is difficult to distinguish. Teaching methods

should be implemented that increase the level of student involvement and support self-directed for thinking and learning. Teaching should require students to commit in more in-class conclusions and present them with opportunities for performance feedback. That the reason in some of subjects are not suitable for multimedia teaching. The Excessive reliance on multimedia teaching, make no attempt to make progress. They were lack of standardization in multimedia courseware production.



## Chapter 2 Literatures Review

The literature comprehensively analyzes the advantages and disadvantages of the traditional blackboard teaching mode and the emerging multimedia teaching mode, and puts forward the corresponding countermeasures, and reviews them through the external and internal. Literature research shows that the rational use of multimedia teaching methods (Chen, 2010) is higher than the traditional teaching effect.

Oliver and Herrington (1995) explained about multimedia refers to a computer-based communications method that incorporates visual imagery, text, video, sound and animation to create an interactive and lively presentation. Simultaneously, stimulating human senses of vision and audition, multimedia is extremely effective in conveying ideas and bringing concepts to life. From educational theory, people learn best when they are actively engaged rather than passively absorbing the information.

Multimedia education brings fundamental changes to the traditional classroom, is no longer a single room with chalk and blackboard, neither a single mode that students listen to the teacher teaching always, where students' learning way has changed greatly. For teachers, multimedia teaching must be reasonably and appropriately used (Zhao, 2003), respect and develop students' subject consciousness and initiative spirit, and give play to educatees' autonomy, initiative and creativity. For multimedia assisted teaching, a modern teaching means, we should strive to seek the joint point of it with traditional teaching means (Reisman, 1993), change passive to active, make good use of multimedia teaching techniques, and really give full play to the characteristics of modern teaching. Wankel & Blessinger (2013) give a specific set of technologies in two characteristics:

1. Multimedia technology can be used as a viable option to build more engaging and interesting learning environments by integrating instructional messages and integrating learning activities using multiple forms and modes of media; by appropriately integrating text-based content with image-based content, content and pedagogy becomes more coherent, more rich, more dynamic, and more meaningful by appealing to multiple human senses which are an important factor in catalyzing student interest and their motivation to participate.

2. Multimedia technology has the potential to increase cognitive attention and emotional interest in the subject matter and the learning activity by creating a learning environment that reflects coherent and authentic representations of knowledge and is consistent with modern learning theories that explain how the human mind learns best

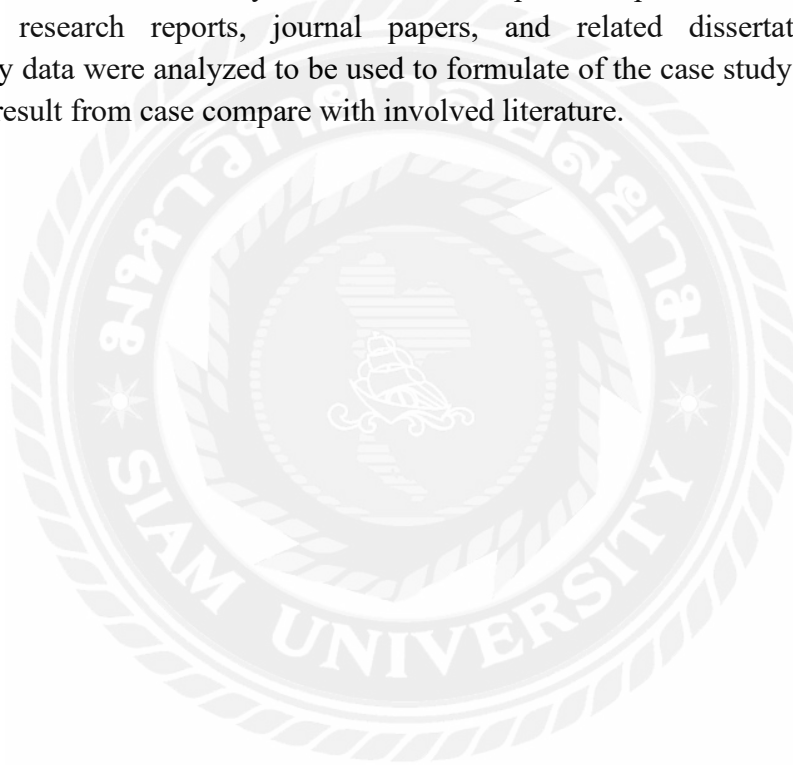
and how human emotions and social actions are related to cognition Teachers' professional development is generally defined as the process aiming at improving teachers' teaching with knowledge and skills, thereby enhancing student learning defines strategic in teaching development as an education tool, continuing and bottom-up process of articulating an inner world of conscious choices made in response to the outer world of the teaching context based on knowledge, reflection and collaboration. The development of multimedia can support lesson for instructors better understand the teaching process and self-development in their career. It can help them understand theories and principles of teaching. The cognitive learning, social interactions and emotional experiences play an important to develop teaching instrument put forward a comprehensive concept and factor to complete the purposes.

The ideal of learning in virtual or interactive system is utilize in the objective of student-centric characteristic. This can build virtue of education style and improve the gap of traditional process and information technology teaching in new era. The purpose has crucial role for learner as; The learner can choose their place for study to attend the class. The school need to provide necessary material for learning. The time for learning which can arrange the suitable time for learning. The learners can make decision by their own. The pace of learning by student setting up for finish study module (Kirkup & Jones,1996). Therefore, multimedia and digital technologies for learning could enable instructional design in a way that can transform the cognitive and learning capabilities of all learners' groups. Therefore, the use of multimedia tools has fundamentally changed the teaching-learning processes. However, lack of attention to the principles of instructional design, individual characteristics of the learners and human cognitive structure could lead to the materials that not only would have little effectiveness in learning but in some cases, prevent it (Lambert & Cuper, 2008)

The pursuing of case study on multimedia learning, we have repeatedly faced the challenge of meaningful in the learner engage in extensive cognitive progressing during studying. A main challenge facing teaching design for multimedia instruction.

## **Chapter 3 Research Methodology**

The study is primarily qualitative on empirical research, focusing on the analysis of teaching lesson and document to solve and find the solution in educational institutes. Data analysis which is interpretation, data connection (Categorizing, & Identifying patterns), and the presentation of the information or document of findings to be appropriate for readers. (Benbasat Goldstein,& Mead,1987) indicate that “a phenomenon in a natural setting, employing multiple methods of data collection to gather information from one to a few entities”. Thus, in this study, the data for qualitative research were taken from related papers and document of all the multimedia learning method. The secondary data included the practice, plan, situation, academic documents, research reports, journal papers, and related dissertations. These documentary data were analyzed to be used to formulate of the case study analysis and decode the result from case compare with involved literature.





## **Chapter 4 Finding and Conclusion**

### **4.1 Finding**

This literature mainly uses the documentary method to randomly and evenly divide the students in the same class into equal groups, including experimental group and control group. With other conditions unchanged, the traditional chalk teaching and multimedia teaching are conducted separately. After the lecture, the knowledge points are tested, the results obtained through the test are analyzed, and the conclusion is drawn.

#### **4.1.1 Advantages of multimedia teaching**

(1) Attractive and intuitive

Multimedia teaching process is different from the traditional teaching process, during the teaching process, text, graphics, sound, animation, video and other media information are all used (Hamidi & Meshkat, 2011), vividly and lively, can provide students with a variety of sensory comprehensive stimulation, and greatly improve the intuitive, so that students have strong interest in learning, enhance the initiative and enthusiasm of self learning, through a more intuitive stimulation into teaching process, shorten the process for students to learn new knowledge and help them master time.

(2) Optimize the teaching effect, enrich the teaching resources, and expand the scope of students' knowledge

Multimedia teaching process can create a lot of information, in the process of teaching reasonable use of this technique, can greatly optimize the multimedia teaching effect (Zhang, 2020), for example, in the process of professional teaching, teachers can go to the relevant professional scene correspondingly for image and video shooting, can also show the latest equipment and technology on the market through multimedia in the classroom. So that students in the classroom can well understand and grasp the actual situation or the latest information trend of the industry, which also greatly expand the students' knowledge.

(3) Reduce the difficulty of teachers' lesson preparation, and the convenience of teaching is more prominent

In the making of multimedia courseware, teachers can reasonably use a variety of teaching methods, and adopt a set of successful and complete courseware, after courseware production, through continuous improvement, courseware can be reused. In addition, multimedia teaching can be easily connected with various external equipment, to realize data exchange, monitor and control and other functions, which

can not only improve the teaching effect, but also effectively reduce the working intensity of teachers (Feng, 2019).

#### (4) Inspire thinking and stimulate interest

Multi-media teaching gathers "picture, text, sound, image" in one, colorful pictures and vivid sound are conducive to the creation of a specific artistic conception, make the students immersive, all kinds of scenery is close at hand, as if within reach, not only trigger students' great interest in learning, but also arouse a strong desire to explore. Learning has become a relaxed, happy, active and searching process.

The German educator Diesterweg once said: " The essence of teaching art lies not in the essence of teaching, but in the inspiration and awakening. This means that teachers' teaching content and methods should arouse students' emotions, stimulate their interest in learning, so that they can accept teaching in a pleasant emotional experience, and make the teaching become an activity full of interest that both teachers and students actively participate in. The application of multimedia technology in the teaching process, contains the new curriculum import, through the scene, to interest students with emotions, to help students meet changes with constancy, which can comprehensively with multi-angle to stimulate students 'curiosity, make them have interest in learning and take the initiative in learning. (Qingsong, 2012).

For example, when I was teaching relevant courses, by using multimedia I played pictures of the Three Gorges Project, the track laying of the Qinghai-Tibet Railway, the long pipeline line of the west-east air gas transmission, military exercises and the magnificent launch of the "Shenzhou-VII" and also the heavy investment from the nation in the resistance of Sichuan earthquake. I also asked the students: What are your biggest feelings after watching these video and pictures? At this time, students will discuss and express their views, and students will be excited and proud of the continuous development of their motherland. This vivid and colorful picture renders the atmosphere, arouses the resonance of students' thoughts, arouses the enthusiasm for learning, and arouses their strong desire to explore the unknown world and new knowledge. Then with a positive attitude into the study of the relevant courses, for the implementation of the next section of the teaching link to lay a good foundation.

#### (5) Make difficult into easy and solve difficult problems

Using the characteristics of multimedia courseware "informative, interesting, intuitive and vivid", to create a good learning environment for students, in the classroom teaching can change abstract into concrete, static into dynamic, boring into vivid, so as to turn difficult into easy. For example: when teaching a course, I make full use of multimedia text, pictures, video and music conditions, show the national

traditional customs pictures, different architectural style and all kinds of Chinese calligraphy, and play acupuncture, Peking Opera and Hainan drama video, let the students enjoy pictures and watch video during text reading while listening to music. Increase the students' understanding and experience of the content from multiple angles and various aspects. Such an effect cannot be reached if students only listening to the teacher's explanation and analysis by the traditional way.

Experimental psychologist Treicher has done two famous psychological experiments on human access to information.

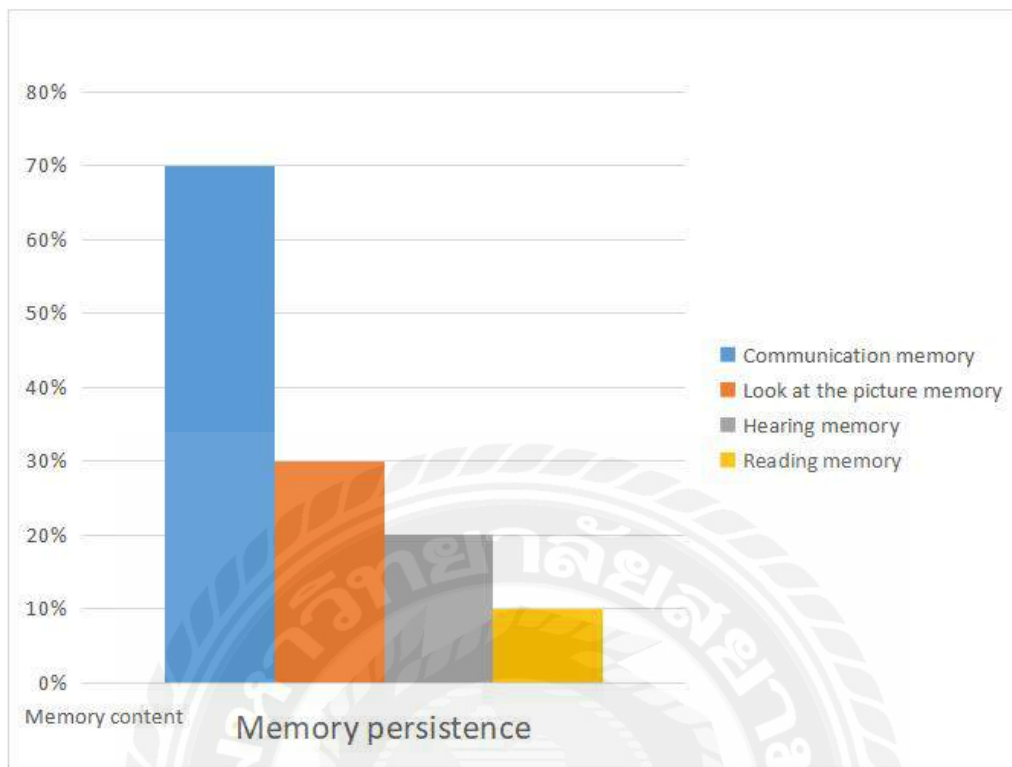
Experiment 1, about the source of human access to information. He confirmed through extensive experiments that 83 percent of human information comes from vision and 11 percent from hearing, which add up to 94 percent.

**Figure 4-1: About the source of human access to information**

type of message	information sources	merit	shortcoming
Literature	Books, newspapers, and periodicals	Clear, systematic	Poor time efficiency
Oral	Parents, teachers, and friends	Convenient and flexible	subjective
Electronic	The Internet, TV, radio	Vivid and fast updating	Need aid of equipment
Physical	On the spot	Visual	Time and manpower consuming

Experiment 2, an experiment on knowledge retention and memory persistence. People can generally only remember 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, and 70 percent of what they say when they communicate.

**Figure 4-2: An experiment on knowledge retention and memory persistence**



On the lesson of “Distribution according to work as the main body, a variety of distribution methods coexist”, through multimedia I display the key is distribution according to work as the main body, the difficulty is distribution according to the production factors, let the students see and hear, by mutual discussion and communication to express in their own words. In this way, knowledge keeping will be much better than the traditional teaching effect, and will be much easier for key grasping and difficulty breakthrough. Through the process of multimedia learning is involved in learning the main body of knowledge, affection, intention, ability, behavior and other factors (Nurhayati, Husain & Sulaiman, 2022), if in the process of learning, visual, hearing and touch and other sensory coordination, from which I have extremely profound feeling that to mobilize the emotion of learning subject will play a considerable role.

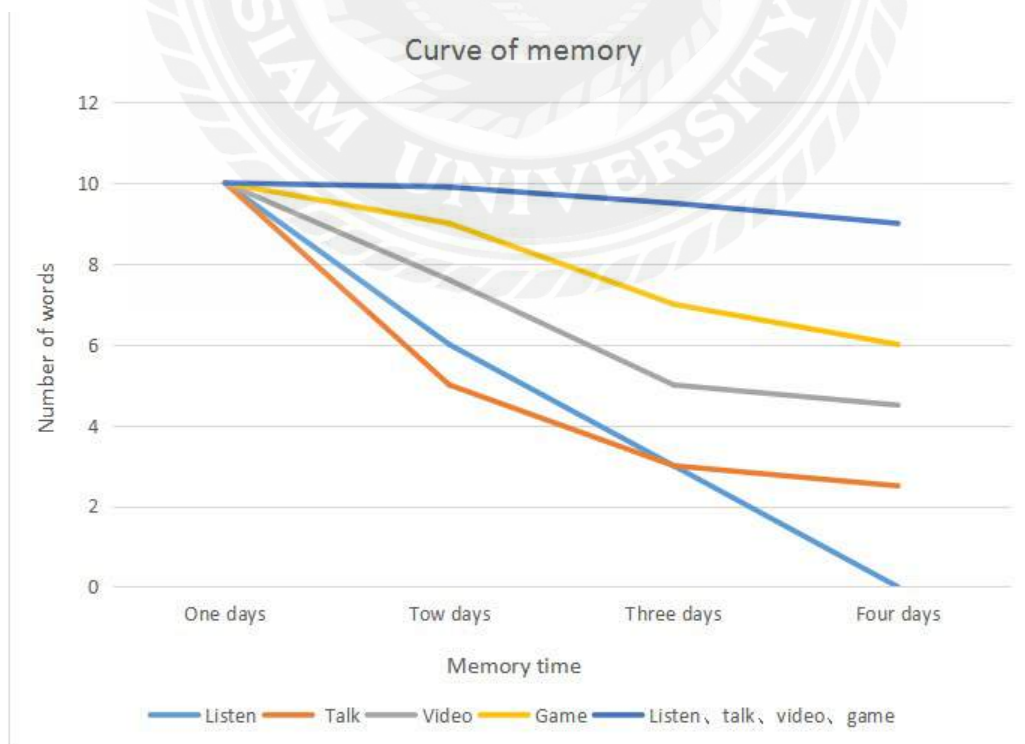
(6) It helps to strengthen practice and extend knowledge

In the process of teaching, teachers should not only teach students to impart knowledge, but also try to guide students to use their learning methods, spread students’ thinking through guidance, and cultivate students’ innovative ability (Kwon,&Park,2006). The use of multimedia technology can greatly increase the amount of information in the classroom, realize the effective communication inside and outside the class, extend and expand the relevant knowledge and content, comprehensively improve the efficiency of classroom teaching and the overall quality

of students. When teaching the course "Improving Efficiency and Promoting Equity", I showed more life examples that students are interested in, so that students were more deeply aware of the importance of handling the relationship between efficiency and fairness. At the end of the class, I designed the session of "applying what I have learned" to see whether I can make good use of the time. In addition, the students were given homework in class. According to the following example, "Please combine the reality, solve the problems for Luo, design an optimal learning plan him, and strive to achieve the improvement of learning efficiency and balance the performance of all subjects". Example: Luo just starts high school and he studies very hard, every day except for eating, sleeping and bathing, almost all other time is used in learning each subject, but he always can't coordinate and balance well between various subjects, many subjects are wandering on the edge of the pass line, resulted that many exam scores are not very ideal and made him disheartened. Students actively participate in the suggestions, most of which are very specific and detailed, by this way many students also learn a lot of effective learning methods, and then improve their learning efficiency. Just as the new curriculum advocates, only by frequent inspiring the students to start, talk and think (Xu, 2017), can students always be in the best learning state of actively exploring knowledge and seeking answers.

The following is a memory effect diagram of 50 students in a certain class (in a random group of 10 students) and different teaching methods of the same information.

**Figure 4-3: Memory renderings**



The experimental results show that the various forms of teaching methods are more effective in memorizing the content and retention time.

#### **4.1. 2 The disadvantages of multimedia teaching**

(1) The priority of classroom teaching content is difficult to distinguish

In classroom teaching, due to the large, rich and colorful classroom teaching information, it is easy to cause students' learning progress disconnection, normal classroom records cannot be done, a large number of pictures, text information on the screen, and stay time is too short for students to completely take notes of the relevant knowledge, and also have no idea what to focus on recording. In the course of class, I found that many students did not take notes, and some students record at first, but then they simply did not record anything. After class, some students reported that the slides in class were played too fast, and the notes could not be made at all. The problems and countermeasures existing in multimedia teaching may seem simple (Yan, 2021), but they are often easy to be ignored, making the teaching effect counterproductive and greatly reduced. Multimedia courseware production should be considered in various aspects, the teacher should pay attention to control the speed of the slide flipping in class, in order to achieve a better teaching effect, multimedia teaching is an auxiliary tool of teaching means, but can not become the only means of teaching. Only by making good use of multimedia teaching tools can we better serve students, teachers and the classroom.

(2) Some subjects are not suitable for multimedia teaching

At present, many courses are making more than PPT courseware, and the whole teaching process is basically used and rely on multimedia. This approach is inappropriate, hereby I take two basic courses of a school for comparison.

Through comparison, observation and statistics, it can be seen that not all courses are suitable for multimedia teaching, and the same subject is not necessarily suitable for multimedia teaching in every class (Zhang, 2013). English listening, the introduction of the article and cultural background are suitable for multimedia use, sound playback and pictures, video display will greatly improve the interest of the course, make the language more intuitive and vividly displayed in front of students, and then ensure the effect of teaching. However, in the basic technical course of interior design, teachers intuitively draw pictures step by step on the blackboard, and such a demonstration role is also difficult to replace and compare in other ways. According to the teaching characteristics of each course, a reasonable and organic combination of the traditional teaching mode can make the multimedia technology play the best effect, and serve the teachers, students and the classroom.

(3) Excessive reliance on multimedia teaching -- make no attempt to make progress

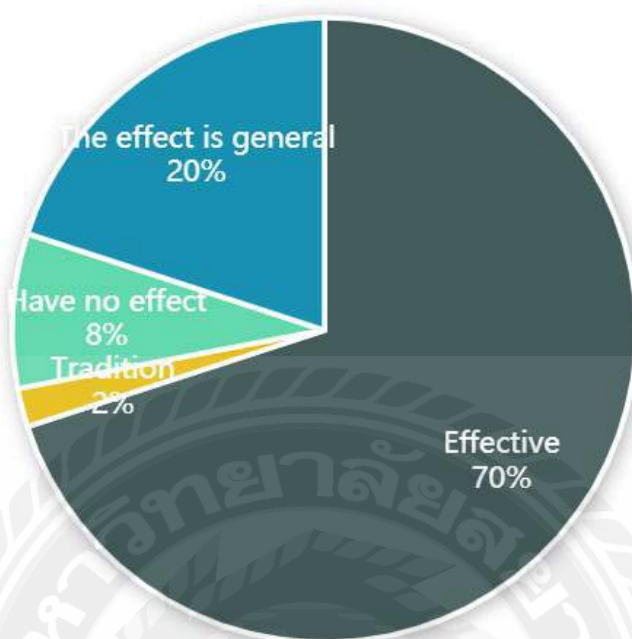
Multimedia teaching is rich in information resources. Sometimes several teachers share a same courseware with the same teaching materials and progress , which will easily make some teachers lack of full lesson preparation, completely rely on subtitles, confined to the content of the courseware, and even some teachers read PPT, in the process of multimedia teaching when light in the classroom is insufficient, leading to prone to visual fatigue, which will be easy to make students visual tired, distracted or sleepy in class.

#### (4)Lack of standardization in multimedia courseware production

Part of the multimedia courseware in the production for the most gorgeous appearance, adding too much classroom pictures and animation (Babiker,& Elmagzoub, 2015), thus, not only the teaching keys cannot be reflected, but also lead to unoriginal results that the students' attention is on these pictures, cause some students distracted by oneself or between several nearby students, affecting the classroom order, reducing the multimedia teaching effect. Secondly, some multimedia courseware font setting is unreasonable, the color and the template or the background color distinction is not obvious, making the playback effect of the courseware is not good, especially in the classroom with a relatively large space.

Through the investigation of the effect of data display:70%the students we believe that using multimedia teaching is helpful to improve learning interest and learning efficiency、 20%the students think the effect is general、 8%the students that the multimedia and the traditional teaching effect is the same、 2%the students think also adhere to the traditional good.

**Table 4-4:Multimedia teaching recognition situation**



#### **4.1.3 Optimize multimedia teaching to multiply the effect**

1.The timing of the use, multimedia teaching is not always appropriate to be used everywhere. The best effect of multimedia teaching should be the perfect combination of pictures, sound, text, animation or videos of auxiliary teaching according to the teaching content and teaching objectives. Therefore, according to the content of the current class to decide whether to use multimedia equipment, do not use multimedia in order to use multimedia.

2.Hide the facts and use reasonably. If the courseware used in teaching has a large amount of text information, we should control the playback speed in the process, highlight the key points in the explanation, leave appropriate time for students to understand the teaching content and take notes. However, if the courseware is mainly picture display and video playback, you can speed up, when necessary, appropriate repeat or pause. In the teaching process, try not to use multimedia in the whole process, blackboard writing is also another teaching means, 45 minutes of class can be used for one-third of the time for blackboard writing, I believe that the teaching effect will be better.



#### **4.1.4 Organic combination of new and old teaching methods**

Some teachers ignore the application of traditional blackboard teaching by using multimedia technology, and some schools have multimedia classrooms or even simply cancel the blackboard, in fact, most subjects cannot do so. Take the course of "interior design" as an example, this course is a subject that is very theoretical, but also accompanied by a stronger practice, highlighting the process and method of drawing in the teaching process is significant. Students need teachers to practice it for better acceptance. However, if multimedia is completely used in the teaching process, which lacks the demonstration role from the teacher, through the clicks of mouse the graphics drawing can be done, so that the teaching effect will be very different, students can only see the shape of the graphics, cannot fully master the essentials of drawing and standard behavior. In addition, the multimedia classroom equipment layout should be reasonable, some classrooms completely cover the blackboard when the big screen is put down, if you want to use the blackboard you need to raise the screen. Therefore, the layout of the classroom should be set separately the large screen and the blackboard, so that it can really be applied at the same time to learn from each other.

#### **4.1.5 Optimize and improve the teaching content**

Multimedia courseware content shall change with the time and events, whether a courseware is good and bad need to be tested through the teaching process, some unreasonable points should be modified or delete, if good points are found, then they shall be added in time, taboo courseware has always being used and too lazy to make any modification, and shared by all the teachers of the course. If some courses can be connected with today's cutting-edge science and technology, the courseware content should be updated in time, and add the most cutting-edge and most popular knowledge or videos of the subject, so as to better broaden students' horizons, and also serve the teaching well. In addition, when the teaching object changes, we should first understand the situation of the students, and then to modify the courseware appropriately accordingly, because even for the students of the same school and the same major, the previous class and the next class are different. To sum up, multimedia education teaching means is widely used in schools, rational choice and perceptual use of the teaching means, through the analysis of the teaching material content, teaching objectives and the teaching course characteristics, to determine whether to use multimedia teaching or how to use multimedia teaching, to make multimedia technology service teaching, strive to continuously improve the teaching effect.

The fast rate of development in technology, the multimedia tool is efficient of producing high-end multimedia products that can greatly enhance and shorten the learning curve. There are increasing numbers of educational institutions and software developers who create multimedia courseware for educational purpose, mainly to assist students and lecturers in learning and teaching process. Owing to its highly

visual and technical nature (Kai,Fai&Sing.2010). Unlike traditional teaching methods, multimedia method allows the student to manage his or her own pace of learning. In an interactive multimedia presentation, learners have authorized to direct through the contents and select the sections that they want to learn. This enhances the utilized of classroom time. Users control is proven to build a number of positive gains, including raised motivation, strong self-determination and augmented accomplishment to gained more and more of the structured with the similar information.

## 4.2 Conclusion

1.To improve the understanding and correct positioning.of the multimedia teaching. Multimedia technology is advanced teaching equipment, in the process of management and use can also play a supporting role (Binhui,S), application purpose is to "assist" teaching, this is determined by the regularity of teaching itself, all technical means must be served for teaching, if exaggerated the role of multimedia technology in classroom teaching from assisting into leading role, will affect the teaching effect, even counterproductive when it becomes serious (Shao, 2003).

2.To change the old and backward teaching concept, courseware production shall adhere to the people-oriented. What kind of teaching concept there is, there will be corresponding teaching behavior, and no matter how advanced the teaching methods are, once mastered in the hands of the backward concept of teachers will also change. Therefore, in the process of promoting modern teaching means, we should first change the teachers' old teaching concept, no matter what kind of teaching means are adopted, we must be people-oriented. In practice, to adhere to the teacher as the leading role (Chen, 2007), the principle of students as the main body, teachers should control the multimedia means, their advanced teaching ideas, teaching experience, and teaching methods into the multimedia means, so as to greatly play the advanced means of teaching advantage (Song,& Li, 2007). Only in this way, multimedia means may not become a decoration, and also make the teaching effect to achieve the best.

3.When using multimedia, we should pay attention to the guidance of students' attitude and methods, and strengthen teaching feedback. Multimedia teaching speed is fast and large in capacity, so it is difficult to retain new knowledge forever. The characteristics of multimedia interaction should be used to increase students' immediate feedback in class, consolidate and strengthen the knowledge learned, affirm the good, and correct the wrong. This will not only know how well the students master, but also fully mobilize the enthusiasm of students, making the teaching effect achieve the optimization.

4.To correctly handle the relationship between teachers, students, teaching

materials and multimedia. In the modern teaching classroom, teachers are the leading one (Wan, 2014), is the teaching organizer, instructor, is the helper of knowledge construction, not the indoctrination of knowledge; and the student is the subject of knowledge and the active constructor of knowledge rather than the content instilled by teachers; multimedia is the tool to create learning situations and complete the knowledge construction, not the means and method used by teachers to instil knowledge. The whole teaching process depends on the teachers to organize and arrange, and then the multimedia can gradually introduce and play its efficient role, which depends on the teachers' ability to adjust and control the specific links in the teaching, and the multimedia must not simply replace the teachers to teach.



## Chapter 5 Recommendation

With the continuous development of information technology, multimedia teaching will be the inevitable trend of the future teaching methods. For new things, we should change our thinking faster and accept the new model. Stay true to the original intention, although the new teaching mode has more advantages, it should be organically combined with the traditional teaching mode in practice, inherit and give play to the traditional advantages, balance the existing teaching, integrate the traditional into the multimedia teaching mode, and play its due role.

The informatization of education not only requires our education to train qualified all-round talents, but also to modernize the means of education itself. Introducing multimedia into classroom teaching is an important way to realize education modernization. The use of multimedia assisted mathematics teaching, can realize the diversification of teaching means, to avoid the past boring preaching, so that students have a fresh sense, can greatly mobilize students' interest in learning, to cultivate students' innovative thinking to provide a good condition. It is of great benefit to stimulate students' interest in learning, to mobilize their enthusiasm for learning, and to cultivate the all-round development of students' intelligence. What should we pay attention to when using multimedia teaching daily? Here are some suggestions.

1. The effective on multimedia teaching also enhances student behavior to explore, stimulate knowledge, and appeal their creative process for learning, this revolt solutions to institute problems. Similarly, management encourages the student characteristic by assignment. The respondents to decision-making and interaction between management and sign of students that they could giving valued through result of teaching. The institute should pay more attention to its process and create effectiveness on output which could compete to all competitor.

2. The gap of study still not to clarify enough to make people understand of teaching in multimedia method. This was myth to find the right option for teaching which various process could generate multi-result. It may depend on how to adapt with change and context.

3. The results of this study point to a gap between the perceived how to optimize the teaching effect, and enrich the teaching resources of multimedia tools. The practicing actual application for instruction by the instructors. Despite teachers being aware of the benefits of multimedia tools for institute instruction. The result could being make use of them multimedia lesson in online teaching. Based on these results, it can be concluded that although teachers are conscious of the benefits in multimedia tools dimension, most of them do not have sufficient skills and scarcity in necessary

infrastructures to apply for course.

4. The classroom emotional interaction should be maintained, to avoid blindly indoctrination. Each individual of instructors must ensure that they develop a new supporter of teachers that encourage and help using the various multimedia tools. Multimedia in information management should consider increasing the use of multimedia tools in officers and instructor trainings as part of the education institute's strategic purposes, policy and for individual campus' performance management plans. This study further represented a lack of passable infrastructure and resources to support the teachers in developing multimedia tools; therefore, library management should have adequate budgets in school.



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