

Instructional Television Programme: Panacea for Classroom Teaching In the 21st Century

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Abstract

Instructional Technology has the power to rejuvenate education. As the world population is continually growing, the global world seems to be getting smaller as one of the instructional technological medium (television) and one of the earliest mass media is able to connect to people in ways that was never imagined. This form of mass media (TV) plays vital role in affecting the advancement of literacy in educational setting including world political views, religion, personal beliefs and entertainment. The use of instructional television for teaching in the 21st century cannot be overemphasized. In this paper the concept of Instructional Television and its place in the teaching and learning process are discussed. Constraints to the use of Instructional Television in instructional process are highlighted. Finally, recommendations were proffered.

Keywords: Instruction, television, programme, classroom, teaching

Introduction

Technology is a weapon of development and accomplishment in the hand of any nation and is so vital that it has application in all areas of endeavor ranging from politics, social, economic, agriculture, education just to mention only a few. Technology when applied to education is called Educational Technology which is a relatively new field, is developing very fast. It has become one of the most important and widely discussed issues among scholars in education. With the rapid development in educational technology, the concept has come to mean different thing to different people who have variously expressed their views. However, in a bid to streamline these views, the Association for Educational Communication and Technology (AECT) 1999 came up with a universally integrated process, involving people, procedures, ideas, devices and organization for analyzing problems and devising, implementing, evaluating and managing solutions to the problems involved in all aspect of human learning.

Educational Technology has a broad scope and lays emphasis on improvement in education generally with particular reference to instructional process. The aspect of educational technology which deals with instruction is called Instructional Technology. According to Okeke in Nsofor (2010) Instructional Technology is mainly concerned with shifting emphasis from the method of using chalk and repetitive talking to the use of combined human and technological media to reach a greater number of learners with most adequate information, knowledge and stimuli. Central to the technological media is Instructional Television (IT). With the rapid transformation in technology the world over, television as one of the earliest mass media is becoming more popular than most other instructional technological media in the twenty first century classroom teaching and learning especially in distance education programmes.

Television is often abbreviated as TV or idiot box in British English widely used telecommunication system for broadcasting and receiving moving pictures and sound over a distance. The word television is derived from mixed Latin and Greek roots, meaning "far sight" Greek tele "far" and Latin vision, sight (from video, vis- to see). The use of TV is seen as an outdated tool yet the opportunities it provides still keep its validity. TV has an important place in mass communication while its use has been increasing from day to day by large audience. Television when used for educational purposes is termed Instructional Television. This mode of

instruction is inevitable in the practice of distance learning in education field as demonstrated in Turkey and other developed countries of the world. TV broadcast can reach a large audience across the country through its national network. In the 21st century, faculties of education have devised the use of newer, synchronous technologies as the best ways to provide individuals or target groups opportunity for learning using television. TV is a more advantageous technological tool than radio with its audio visual facilities being used non-stop and improving in each project of open education. Television is therefore, explained as an electronic device used to receive sound and images which creates TV programs that people watch.

Concept of Instructional Television and its' place in Teaching and Learning Process

Anuonye and Ukegbu (2010) defined Instructional television programme as "the broadcast of educational programmes with specific teaching and learning purposes through television (TV) medium, such programmes may be aimed at an audience in informal learning situations such as farmers and workers in their work place. Akude (2004) specifically noted that in Nigeria, television programme is being used extensively for education and instruction for instance, there is an Instructional TV programme (ITV) produced by National Educational Technological Centre, Kaduna (NETC). National Open University of Nigeria (2008) explained that the ITV includes those broadcast replayed directly to an organized programme of formal instruction and directed at specific learners such as to classroom (schools, colleges and universities) and to individual viewers (usually adult education).

Instructional Television programme can be a very powerful and effective learning tool if used wisely because it can help young people discover where they fit into in the society, develop closer relationship with peers and family and to understand complex social aspects of communication. The technology of these media makes both their verbal and visual symbol systems transient rather than stable. More often it is oral and like the images on the screen disappears quickly. Wikipedia, (2014) stated most studies on the roles of audio and visual presentations which shows that the combined use of the two systems result in more recall than visual only or audio only. It appears that the presentations derived from the visual symbol systems are more elaborate making the visual components of presentation memorable. The visual symbol systems supply important situational information for those who are less informed. Television is a combination of sound and imagery, this renders it a powerful aid to learning. One of television most obvious characteristic is its visual aspect, Television offers information in multiple forms: not just images, but motion, sounds and at times text. Research has shown that multiple tracks of audio and visual information convey powerful experience between viewer and medium.

According to Wetzel (1994) the richness of these form of information benefits learner by enabling them to learn through verbal and visual means and to view perspectives that are difficult or impossible to observe in real life. Thus, television offers "window of cognitive engagement". The degree of openness of that window is conditioned by the quality of interaction between the viewer and the visual medium. Kaiser family foundation report according to Rideout (2003) showed that children under six years spend an average of two hours a day with screen media more than twice the amount of time they spend being read to or reading. In communication, Rideout (2003) remarked that about 25% of children of this age are already active computer users while about the same percent have a TV, VCR or video game player in their bedroom. Having grown up with television themselves, their parents trust in the educational value of their children's media interactions, with 78% of the parents reporting that their children model prosocially behavior from their viewing (Rideout, 2003). Colvert (2001) noted in his research that because of the ubiquitous presence of television in children's daily lives, the medium has become a major socializer and educator of children. This study supported the common observation that television is already an important and widely used instructional

resource. Instructional Television programme has achieved its greatest renown in preparing young children for classroom most notably through "seasame street" programme (Fisch, 2002). After 40 years of learning with television, collective evidence has shown overwhelmingly that film and television promote learning. This evidence is available for all forms of television delivery, film, ITV (instructional television), ETV (educational television) and mass media. A proverb says "seeing is believing", this also shows that seeing is remembering too. Marshall (2001) sum-up that, people generally remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear.

It is not surprising that teachers feel that TV has positive impact on their teaching thus, lead to enhanced learning outcomes. Educators indicated that the use of TV in classroom had resulted in:

- Enhanced students' comprehension and discussion of content
- Better accommodation of diverse learning styles
- Increased student motivation and enthusiasm for learning and
- Greater students benefit the more the medium is used.

Television has an added advantage of being used more often than other learning media in actual classroom instruction to reinforce and expand the curriculum generally with the whole class at once. The use of TV as the principal source of motion picture viewing has gained prominence in schools and homes throughout the world. TV supplies a combination of visual and audio stimuli. It is therefore, the most powerful communication medium in existence.

Adamu (2011) carried out an experiment with 120 Senior Secondary School History Students in Minna metropolis in Niger State, 94 students were male and 34 female. The research was to determine the effects of instructional television package on the students learning achievement and gender. The result was analyzed at 0.05 alpha level. The findings showed substantial difference on the mean achievement scores of the experimental group taught with the package and the control group that were taught using conventional chalk and talk method. The difference were in favor of those taught with TV instructional package. Adamu (2011) concluded that gender did not influence the performance of students' taught with instructional television package generally. Deanna and Julie (2012) carried out a comprehensive survey study of teachers of elementary and secondary schools using TV in-school lesson in science, music, French and Spanish. The study showed that 89% of the teachers' found the use of TV valuable enough in the classroom instruction. The role Instructional Television programme plays in classroom instruction cannot be overemphasized:

Instructional Television can bring abstract concepts to life through clips, animation simulations, virtual effects and dramatization. TV can also bring the world into classroom however, broadcast shares with radio programmes rigid scheduling and lack of interactivity. Experience has shown that TV can be successful in expanding education transformation, facilitate collaboration, technologies in improving high-quality education, learning outcome and the over-all academic development. Educational Television can have positive effect on the intellectual through the following ways:

The topic taught with the help of visual aids are comparatively easy to understand and therefore, they interest the children more than the mere description of anything through talk. It also enable students to learn at their own pace since it can be recorded and played over and over again. The use of television as audio-visual aids in classroom teaching stimulate interest in students, this lead to the whole hearted attention and ultimately develops a linking for subjects. Communication through TV is effective because it can bring very good demonstration

of visual (appeals) materials and also bring the world of reality into the home and classroom. Closed circuit television (CCTV) is used in many medical colleges in developed countries when an operation is being performed; it is not possible or desirable to admit inside the theatre a large number of students. But the entire operation can be covered using a single TV camera or battery of cameras located at vantage position. The signal from the proper camera can be fed to the viewers by the monitor system. Television as audio-visual media increases students' motivation and enthusiasm for learning.

Constraints to the use of Instructional Television Programme in the Classroom Teaching and Learning Process

The absence of experts for script writing in different subject areas is an issue worthy of attention as well as technologist or technical support hands in terms of production of soft-wares such as disc, cassette recorded programmes and to ensure maintenance of equipment and flow of programmes. Bradford, (2002) reported that lack of time and materials are the most common barriers in media education. Programme schedule may not fit into the class time table, it is therefore advisable that you practice to record the programme during transmission and play it back at a time convenient to your class or you can get a taped copy of the programme from the producers. The medium of instruction are electronically operated, that means electricity must be constant so as to enhance instructional television programmes. Another problem that will directly affect the students is the fact that they can listen to the programme either directly or play back of recorded programme but cannot ask questions as it is done in the normal class instruction.

Television programme is a one-way communication media as it does not pause to answer questions nor does it permit class discussion. There is no personal contact with the master or teacher and the programme does not take care of individual differences of learners. Television programme encourages passiveness rather than participatory or active learning. TV programme does not give room for creativity in individual or groups including laboratory activities. The equipment that enhances TV instruction are costly and complicated, for instance, there is need for properly designed studio with controllable lighting facilities, acoustic proof walls and need to be maintained by experienced staff or hands to keep them functional at all times.

It has also being observed that in formal school system students have the opportunity to form study groups and share ideas among themselves but in the case of students not in the formal school system for example, distance learning programme, the gap can hardly be consolidated except brilliant students who can easily grasp instruction. Other issues that could serve as constraints to the programme are absence of television sets, tape-recorders with playback, incessant power outage, absence of stand-by generators while schools in rural areas requires battery system as source of power to television and satellite dish to boost reception of programmes. In line with the above observation, survey results in the 20th century believed that media education is important but putting it into practice is not easy stressing that barriers that contribute to media ineffectiveness in education are mainly poor funding, lack of time and materials or equipment. However, it has been argued that these barriers can be overcome with increase awareness of easy-to-use media education resources.

Conclusion

Learning with television in schools is essential because learning is not simply a passive response to instructional delivery rather, learning is an active, constructive, cognitive and social process by which the learner strategically manages available, cognitive, physical and social resources to create new knowledge. This is done by interacting with information in the environment and integrating it with information stored in memory. From this perspective, it therefore holds that knowledge and learning are the result of reciprocal interaction between the learner's cognitive

resources and aspects of the external environment. However, this interaction is strongly influenced by the extent to which internal resources fit together for effective learning.

Recommendation

The paper recommended that for enhance use of television in classroom teaching and learning in this era of technological advancement (21st Century), State, Federal government and Non-governmental organizations (NGOs) need to collectively address the constraints discussed in this paper particularly in the area of finance.

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