

EFFECTIVENESS OF INTERACTIVE MULTIMEDIA-BASED E-LEARNING IN THE EDUCATIONAL SYSTEM

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Knowledge is created through intensely interactive tasks in a learner-centered setting. E-learning technology is being widely used and integrated into the Philippine educational system. The educational process is strengthened by multimedia technology since there is more interaction between courseware, teachers, and students. Interactivity is essential for teaching and learning in an online context and is not just a feature of computer-based transactions according to Sims, Dobbs, and Hand (2002). Additionally, it provides creative approaches to make learning more dynamic, lasting, and applicable to environments outside of the classroom. This transformation of the teaching and learning process increases the academic achievements of Filipino students.

According to Zhang et al. (2004), some multimedia-based e-learning systems have significant shortcomings, including inadequate learner content interaction and flexible learning process control. Some systems merely broadcast multimedia commands without any organization or processing. Giving students quick, simple, and easy access to the content is a significant challenge. This suggests that to create effective learning environments, e-learning should provide interactive instructional content that learners can view on a personalized, self-directed basis.

Nearly all academic institutions nowadays assert a plan in place to take advantage of the potential offered by the interactive multi-media-based e-learning in the educational system to enhance and develop traditional education. Some studies also show that interactive multimedia-based e-learning enhances the difference between conventional and high-tech teaching, which is interesting for the students inside the classroom, and it

shows that multimedia e-learning enhances students in their learning process through exposure to technology, innovation, and its effectiveness in the improvement and delivery of learning competencies. It provides students with better attention and proper motivation in their study habits; a feeling of satisfaction; and a willingness to participate in interactive multimedia-based e-learning. It gives students the opportunity to motivate their beliefs, attitudes, worth, preferences, values, and commitment in the learning process, according to Mallillin et al. (2021).

Since the finest teachers combine the many components of cognitive processes with the best technology, multimedia must be incredibly well developed and smart enough to imitate them. With today's multimedia courseware, a program should be flexible and allow for adjustment and alteration once it has been created and built with the right reaction. Although multimedia as a tool cannot completely replace hands-on learning, it may augment and increase the effectiveness of both classroom and outdoor activities. Teachers can effectively engage students and demonstrate academic concepts and media literacy technologies by using new information resources like podcasts, blogs, and streaming video and audio. They can also give students the opportunity to demonstrate their understanding of a concept and simultaneously strengthen their literacy skills by having them generate their own content using digital media tools, such as photo-sharing, video-publishing, and map-making apps.

Aside from the abrupt change in technology, a thorough evaluation of the curriculum must be done on a regular basis to better equip with the trends of the effectiveness of interactive multimedia as well as the needs and demands of the learning process. Interactive multimedia-based e-learning should be upgraded from time to time to adopt its effectiveness in students' learning process to illustrate and grasp complex processes and coherence in the teaching process in the educational system.

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