

# A Modern Assessment on the Role of Multimedia Techniques in Learning Process

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**Abstract--** There are so many researches going on learning technology. However, it is the main issue, how to improve the learning through multimedia devices. Multimedia devices appoint learners and supply important learning convenience. However, it is a subject of observation, how multimedia devices encourage learners to develop a design rather than fascinating descriptions created by leftovers. In this research paper, the discussing is about advantages and disadvantages of learning through multimedia devices. The main goal of research study is, how to learn the information and observation without assets the books, how can it be possible to accomplish the learner and beginner to listen hundred percent through the multimedia devices. Furthermore, in modern days, what would be the need of observation to abstain minimum centralization and considerations through multimedia technique? How can it be popularize or strengthen the learner and observer to not be inattentive of using these multimedia devices? Although, the information in this paper are compiling, based on the leading devices through multimedia systems. Because of its simplicity; this kind of resolution with explanation can be utilized to different applications.

**Keywords:** Increasing bandwidth, Active teaching skills, Strategic of learning.

## I. INTRODUCTION

In recent years, many institutions of higher learning are consolidating multimedia devices into the classroom to intensify the teaching and learning processes. At the first stage we have a normal textbook and have a direct connection from instructor to learner for learning knowledge, although, recently in modern days the new multimedia technology innovation is adhere for learning through multimedia devices. Multimedia is being used progressively to contribute computer-based instructions. Though, the logic with numerous reasons for this orientation may be the expectations that multimedia information helps the people to learn something [4]. Here, it's familiarizing the liability analysis of the learning process in multimedia technology. Expressly, we inspect how subjective agents can severally yield observations (about other agents' characteristics and the valuable resources from the networks) by learning

from their limited considerations and information replaced with agents, i.e. they can enhance their network performance with reliability [1]. It may help learners through contribution them the flow of information in medium and approaches that can be easier to comprehend, retrieve, and consider [10]. The main goal for this paper is to represent the current issues and their resolutions from a few various aspects and handle a sample of related tasks [2]. Now days, there is plenty falsification flowing about the performance of multimedia learning. Many of them apparently designed for accessibility. As program designers and creator grasp multimedia and technology genuinely, it's to be assumed to set the record and data direct, in the consequences of the most sufficient learning and teaching ability [3]. It's assumed a flow, or multimedia technology theme to be a candidate for my list, if carrying out the technology into the enterprises has the possibility to be distracting to learning as typical something much more than just progressive trend [6]. The ability of multimedia is wide and exclusive. Multimedia technology, even allows to available representations by instructors that have been recorded on video and explored on a computer screen as well as all informational approaches, including interaction between instructor and learner or students. [5]. Now days, teaching methodology is the main topic of many research papers. In this field it's trying to calculate methodology to develop students' intelligence to connectively be engaged in the classes. It seems to be especially needed in the current wireless, Internet connectivity atmosphere where students can be distressed through having or using those multimedia devices [10].

## II. CASE STUDY FOR MULTIMEDIA TECHNIQUE

In multimedia technology, the instruction for multimedia is one of the latest topics of a modern area of guidelines research and practice that has developed a feasible amount of incitement [5]. Although, as per the survey in research field, there are lots of clarification found to improve lack of learning through multimedia technology. In modern

era while the multi-agent learning field was centralized to design detailed models in robotics, social systems or, artificial intelligence, the planned interactive learning explication developed as part of this research will be alternatively used as a productive solution to design and develop a guarantee by the multimedia devices in connection networks [1]. Implementing those multimedia learning methods of teaching can be accessible for those people, who have some auspicious requirements, or learners and students in rural areas where they can have virtual or remote instructors basically for dominant that have deficiency in learning field [10]. In multimedia devices learning detailed systems to account for basic data dependency or model invisible topics, averaging unlivable data, controlling limited classes, leveraging media denotation in recovery methods, and lastly mounting to large quantity of data training [2]. Furthermore, as we attempt to make sense of knowledge for inflexibly big volumes of data, perception and visualization have become progressively significant. Although, a big amount of announced research studies have been of limited period and were basically designed and developed for research resolution, but have indicated the authenticity of these methods [3]. In this paper we have reviewed knowledge from a big diversity of states to demonstrate that multimedia, may be more capable to engage people learn wide information fast compared to conventional classroom lectures [4]. Although, the wide array of multimedia learning technology such as the iPhone, Kindle, iPad, and iPod control the promising not only to depict conventional textbooks but also to administer for a friendly incorporate elements [9].

### III. PROBLEM ANALYSIS ABOUT MULTIMEDIA

In this part we compare the problem and liability of the multimedia techniques and how to deal with the learning process. This research is one of the first in the information to design and create associated learning results that enable perceptive, expecting communication of users in associative communication [1]. The data for Multimedia are being apprehend, stored and distributed at an exceptional scope, although the multimedia devices that helps people inspection, purpose, and represent themselves with these multimedia is imbecile before [2]. In our human structure brains are connected to develop visual input very clearly from audio, sound and text. Current professional and technical approaches are operative through Magnetic Resonance Imaging. Although, while the area is still emerging, researchers have shown that eminent

growth in learning can be completed through the proficient use of visual and verbal learning through multimedia technology. [3]. Multimedia means to use of graphics, pictures, text, animation, video, and sound to present information and knowledge. Although these media can be unitary using a computer system, in this scenario, it has been a virtual eruption of computer based multimedia communicative applications. All of these applications run the field from different computer-based tutorials for people to the modern division of attainment products for users. These are the much distinct applications seem to distribute shared premise multimedia information co-operates people learn and understand. In multimedia technology, instruction about multimedia may have more communicative than conventional classroom lessons [4]. Multimedia means to the ability of computers to contribute real-time illustration of all emerging media and distinct modes of preparation [5]. The problem of access control is it is very difficult to access and control the problems when the content is being shared to a group of users since the participation will be effective with users associating and departing the services. Contradictory uncast interaction, the evacuation of a group member does not signify the completion of the communication and interaction network [8]. Now days, communication through multimedia is one of the most inspiring applications in the communication era. Over the last decade, the continuous progress of multimedia technology has import about basic modifications to calculating, entertainment, and computing, with education (Norhayati & Siew 2004) [10].

### IV. PLANNING OF LEARNING IN MULTIMEDIA

According to a communication aspect, creating and developing network communication methods and protocols that implement such mediator to acquire pared accuracy with minimum communication conversion is another key provocation [1]. The main motto for this planning is that students and listeners using well-developed integration of visuals and text adopt more than students and listeners who only apply texts [3]. In Multimedia technology, the instruction based on multimedia may effort the instructional developer to better formulate and arrangement the learning topics correlated to conventional classroom instructions [4]. The limitations for the multimedia object communication itemized by users [7]. In multimedia networks, Communication makes it too hard for an opponent to collect the facts and knowledge [8].

Latest education and network surroundings can suggest different methods in the learning technology. Furthermore, in modern days multimedia has been extensively used in educational science. It is also familiar that in the future the utilization of such tools in education will grow. It is also expected that e-learning and multimedia devices can be used as a complement to conventional classes. It is also considered that using communicative multimedia in the teaching methods is an emerging aspect. Multimedia technology creates an important role in helping the students in learning process and methods [10].

#### *4.1. Enhancing the bandwidth for Transmission.*

In this scenario we assume the bandwidth for uploading and downloading the learning materials and live transmission. There may be more possible chances to loss of bandwidth during communication on live transmission in learning systems. Mostly, the convergent researchers consider that the use of multimedia with technology, basics, and lessons can diversify in the level of connectivity, guidance, progression, procedure, pacing, prompts, and calibration to students' curiosity, all of which impact the accuracy in learning process [3]. Multimedia object broadcasting time limit by vigorously observing the available bandwidth of the network and complying the object to a objective size that can be broadcast within a given time limit in that framework [7]. As in accordingly, it is becoming progressively clear that conventional textbooks will be flinging alongside and the approval of the e-book will develop [9].

#### *4.2. Strategic teaching abilities*

In this scenario the class room direction are more ethical than multimedia services, the instructor frequently has more technological aspects than multimedia device. Convergent instructors recognize that the maximum design based on the framework, content, and the learners. On these days, the actual challenge before instructor is to accomplish learning frameworks, teaching proceedings, schedules, and assets that advantage what we now know about the conditions of human physiology and the ability detailed by the subjective sciences to improve high understanding in students and learners [3]. In modern days, the learning advantages due to multimedia technique apart have not been considered and cannot be demanded; their inclusive analysis achieved that a very weak learning profit for multimedia in observational studies was determinable to independent instructional processes [5]. According to a study by valuable researchers that have inspected the efficiency of

multimedia in learning assumed that the people who used computer-based multimedia direction accomplished better in terms of test score, correlated to those who needs instructions through conventional classroom information [10].

#### V. SUGGESTED METHOD FOR MULTIMEDIA

In multimedia technology, the multimedia process also plays a main role on the accomplishment of strategic and cardinal learning process. In consideration of designing and creating protocols, which activate users to conveniently, collect from the communication systems [1]. It is intended in this paper to analyze and argue actual methods on obtaining multimedia explication in analytical learning structures. The main goal of this paper is to demonstrate the latest complications and clarification from various aspects and covering up a sample of related tasks in multimedia technique [2]. On these days, global society facing more complications and the stimulating rate of modification need a commonality that regularly understands computes, calculates, creates, thinks, and organizes. The translation into a narrow requirement to become more ethical in the use of the time we consume learning, although we are being needed to progressively learn over the whole life [3]. Although, in a multimedia technology the method of instruction is provided by the studies and equivalent form of the method does not provided in a detailed communicational behavior, the final solution will present to control multimedia when indeed, the method motivated the learning process. In multimedia system, the major issue is even though any informational process can be demonstrated in more than one medium and standard [5]. In all conscience, repeatedly sending random bits along with network for bandwidths examine scope when no actual data communication is really needed can be efficient garbage of total bandwidth of network communications. Hence, a model is proposed to distinguish the use and lots of bandwidth calculation demanding and use it to acquire an optimum magnitude for testing the bandwidth [7]. Although multimedia devices are used to learn because of the issue which is lower bandwidth and effecting, teaching proficiency. Now days it's fluctuating different ways of demonstrating learning methods in a multimedia layout to students and listeners [9]. Developing and creating for new programs, more endeavors are required using multimedia devices and multimedia fabricating appliances to accomplish a required learning software and courseware to various many students. According to Multimedia, it means image, animation, and video related elements. All of these maybe integrated with

programming and other process to administer any application and a portal, etc. in which video, data, and images are incorporated [10].

## VI. CONCLUSION

The studies evaluation supports the completion that designing multimedia is a complex process that employs many talents in learners and students. Although, studying these knowledge aspects is quit essential for obtaining new achievements bounds as well as new, augmented, operational resolution for informational-decentralized multimedia learning systems [1]. The summary of results of these studies recommends that multimedia is most competent for people with low prior knowledge or tendency in the domain being learned [4]. Although, instructors are constantly reconstructing learning process in order to addition and deepen learning for all students and learners as illustrated by the latest information on comprehend learning systems. Furthermore, their endeavors are much more likely to accomplish when their work is conversant by the latest research from the subjective sciences and research on multimedia developments for learning. In these aspects, there may be contingent to ask more specific research solution relevant to multimedia learning through latest media systems [3]. Various multimedia problems and proposed that the proof in all of them pointed to “no differences” as the most legitimate completion [5]. On the aspect of E-learning, it should not be a main substitute to the conventional learning, but advancement to the productivity of learning methods [10]. The suggested method administers safe inner product computation, calculation, and considerably enhances it to manage privacy needs in two levels of proposed models. Detailed study investigating privacy and capability guarantees of suggested designs are given, and analysis on the real-world dataset demonstrate our suggested methods announce low atop on both communication and computations.

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