

Perception of Pre-service Teacher's on Using Media for Development of Teaching Materials.

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Abstract: This study searches pre-service teacher's perception about media utilization on simulated instruction that designed by Gagné's events of instruction. On this study, college of education's 20 women students designed instruction by Gagné's events of instruction for analyzing their perception of media utilization at developing instruction materials. Then, they developed PPT materials by each event and did simulated instruction. The study analyzed peer assessment about media utilization and effectiveness by each instructional event. The categories of media utilization are 'image', 'movie', 'flash', 'text', 'the others', and 'nothing used' and confirmed used media by each instructional event. Also, it calculated individual assessment that measuring peer assessment by each event and verified effectiveness by using media types and quantity. As a result, mostly using media by Gagné's instructional events are as follows: 'movie' is the most used media in the 'gaining attention' and 'enhancing retention and transfer' events, and 'image' is the most used media in the 'stimulating recall of prerequisite learned capabilities' event. Also, 'text' is the most used media in the 'informing the learner of the objective', 'presenting the stimulus material', 'providing learning guidance' and 'assessing the performance' events. Quantity and effectiveness of utilized media have correlation in several instructional events. 'stimulating recall of prerequisite learned capabilities', 'presenting the stimulus material', and 'enhancing retention and transfer' events are synonymous relations between quantity and effectiveness of using media statistically. There are some implications in the study. First, Pre-service teachers believe that particular media has more effectiveness depending on instructional events, even though there are no difference between media and effectiveness actually. Pre-service teachers tend to choose media by easiness instead of effectiveness. Second, there is no difference in effectiveness by media's types in every event, but media's quantity made difference effectiveness in some instructional events. However, it is dangerous that generalize using much media guarantee to effective instruction. Media's education effect depend on not use of the media itself, but how meaningful the using of media by teacher and students. Therefore, per-service teachers have to understand and much about media utilization for effective instruction in actual class.

Keywords: *instructional media, using media, teaching material, Gagné's events of instruction*

I . Introduction

Study about using instructional media and the effectiveness of class is traditional subject of educational technology. Instructional media are tools for teaching that stimulated students' interest, also they are functions as helping effective learning. Teacher's will and practice are the most important things for improving education quality through education media (Jin Sunghee 2011). Effective instruction methods do not depend on a particular media's trait itself, but depend on design and using strategy (Kang, sookhee 1997). We have to think about media utilization strategy on real education field. Pre-service teachers tend to use common media without careful consideration of media and the effect. Experience in teacher education curriculum is important to professional development of teachers. From this point of view, examine pre-service teacher's perception about media utilization of simulated instruction has meaning that forecast media utilization of their later teaching life. Therefore, this study searches pre-service teacher's perception about media utilization on simulated instruction that designed by Gagné's events of instruction. Also, the study analyzed relationship between media utilization and the effectiveness by measure peer assessment.

II . Research method

On this study, college of education's 20 women students designed instruction by Gagné's events of instruction for analyzing their perception of media utilization at developing instruction materials. Then, they developed PPT materials by each event and did simulated instruction. The study analyzed peer assessment about media utilization and effectiveness by each instructional event. For analyzing media utilization of simulated instruction, designed simulated instruction based on Gagné's instructional events, but except two events that 'eliciting performance', 'providing feedback about performance correctness'. The categories of media utilization are 'image', 'movie', 'flash', 'text', 'the others', and 'nothing used' and confirmed used media by each instructional event. Also, it calculated individual assessment (maximum 10points) that measuring peer assessment by each event and verified effectiveness by using media types and quantity.

III. Research outcome

1. Utilization media

Mostly using media by Gagné's instructional events are as follows; movie(59.60%), image(25.73%), flash(9.17%) in the 'gaining attention', text(71.63%), image(13.72%), flash(13.02%) in the 'informing the learner of the objective', image(41.68%), text(33.05%), movie(17.47%) in the 'stimulating recall of prerequisite learned capabilities', text(35.7%), movie(26.15%), image(29.70%) in the 'presenting the stimulus material', text(32.97%), image(36.08%), movie(14.15%) in the 'providing learning guidance', text(62.03%), image(20.28%), movie(13.21%) in the 'assessing the performance' and movie(63.34%), image(12.47%), text(12.22%) in the 'enhancing retention and transfer.

2. Quantity and effectiveness of utilized media

Results of analyzing the relationship between quantity and effectiveness of using media by each instructional event, there are no synonymous relations statistically in 'gaining attention', 'informing the learner of the objective', 'providing learning guidance', and 'assessing the performance' events, but 'stimulating recall of prerequisite learned capabilities', 'presenting the stimulus material', and 'enhancing retention and transfer' events are synonymous relations between quantity and effectiveness of using media statistically. Specifically, using media's quantity influenced effectiveness meaningfully in 'stimulating recall of prerequisite learned capabilities' event ($B=1.146$, $t=2.597$, $p<.05$), and in the 'presenting the stimulus material' event, using media's quantity influenced

effectiveness meaningfully ($B=.785$, $t=4.232$, $p<.05$). Also, in the 'enhancing retention and transfer' event, increasing using media's quantity makes the more effectiveness. ($B=2.064$, $t=2.173$, $p<.05$)

IV. Conclusion

There are some implications in the study. First, each simulated instruction of pre-service teachers had mainly using media. . In other words, 'movie' is the most used media in the 'gaining attention' and 'enhancing retention and transfer' events, and 'image' is the most used media in the 'stimulating recall of prerequisite learned capabilities' event. Also, 'text' is the most used media in the 'informing the learner of the objective', 'presenting the stimulus material', 'providing learning guidance' and 'assessing the performance' events. The study compared most used media and other media's effectiveness in each event, but there is no significance difference in every event statistically. It means pre-service teachers believe that particular media has more effectiveness depending on instructional events, even though there are no difference between media and effectiveness actually. Pre-service teachers tend to choose media by easiness instead of effectiveness. Second, there is no difference in effectiveness by media's types in every event, but media's quantity made difference effectiveness in some instructional events. In other words, only three events that 'stimulating recall of prerequisite learned capabilities', 'presenting the stimulus material' and 'enhancing retention and transfer' had more effectiveness as increasing media's quantity. However, it is dangerous that generalize using much media guarantee to effective instruction. Some instructional events have correlation between media's quantity and effectiveness, so using much media is more effective at only these instructional events.

The study could not in-depth analyze about pre-service teacher's media utilization strategy for instruction. Nevertheless, this is a meaningful study because it can foresee teacher's utilization of media in actual class. Media's education effect depend on not use of the media itself, but how meaningful the using of media by teacher and students (Kang sookhee 1997). Therefore, per-service teachers have to understand and much about media utilization for effective instruction in actual class.

Reference

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