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Multimedia, teaching method that has been neglected: A systematic review

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ABSTRACT

Despite the advantages of multimedia teaching and remembering, the information by teachers has been sadly neglected. The aim of this study was to evaluate the benefits of multi-media teaching methods and reasons for the application of this technique is by training teachers. In this study, systematic, internal studies conducted all the multi-media approach in Iran in the last 10 years using the keyword multimedia, multimedia techniques, teaching methods and multimedia databases including Magiran, MEDLIB, SID, Iranmedex as well as Latin databases such as CINHALL, Pubmed, Scopus and Google scholar review and meta-analysis using data (random effects model) were studied. Knowledge of between about 312 studies found that 57 articles met the inclusion criteria in all studies of educational multimedia considered as one of the active and in the vast remembering the content of these studies is taught over long periods of time. This style of training than other methods is more traditional methods of teaching as the primary method of training was used. This study showed that survival rates compared to other multimedia information on the method of teaching methods higher and this method could be used as a superior method for teaching most subjects, especially used in medical education.

Keywords: multimedia, training, retention

INTRODUCTION

E-learning technology and coupled with multi-media teaching methods, provide context that many educational ideals such as independent learning, self-directed learning in any location, specific time-dependent learning, teaching and collaborative learning and provide rapid feedback and evaluation of lessons learned, the more realistic the effect [1]. Learning through educational multimedia is more enjoyable and more attractive and in terms of training, such as learning and application of concepts leads to different outcomes [2]. Multimedia training can be organized programs provide learning experiences for individuals or groups in which special emphasis will be on learning through different senses. The growth of the Internet and the development of multimedia applications extraordinary opportunities for learning provide concepts [3]. Students or students who use multimedia used as well as those who should supervise education or literacy skills with multimedia and should have sufficient knowledge of multimedia [4].

The main advantages of using multimedia systems can use multiple senses for learning, more practice to achieve mastery, facilitating partnerships to make connections between concepts, facilitate repeat the course for reuse, and cost-effectiveness of economic, flexible program to the needs of learners, interaction and mutual relations between users and provide a friendly learning environment noted [5]. In Western countries, increasingly expanded multimedia education and training has been accepted as a stylist, while the problems of modern life and the pressures of overpopulation has led man to this type of training [6]. E-learning technology and coupled with multimedia education methods, background provides many educational ideals such as independent learning, self-directed learning in any location, specific time-dependent learning, teaching and collaborative learning and provide rapid feedback and evaluation of learning, is even more fulfilled [7]. However, despite the mentioned advantages in terms of multimedia, unfortunately, this method of training is still not achieved its true position [8]. Therefore, teachers conducted this study aimed to evaluate the benefits of multi-media teaching methods and reasons for the use of these techniques.

MATERIALS AND METHODS

In this study, systematic, internal studies conducted all the multi-media approach in Iran in the last 10 years using the keyword multimedia, multimedia techniques, teaching methods and multimedia with Persian and English databases including Magiran, MEDLIB, SID, Iranmedex. As well as Latin databases such as CINHALL, Pubmed, Scopus and Google scholar review and meta-analysis, using data (random effects model) were studied. All articles regardless of language, place of publication and work practices were examined. Reviewing and collecting all the articles searched. Duplicate and irrelevant articles were excluded. The next step in the literature Inclusion criteria were evaluated based on these criteria were from articles that had worked in the field of multimedia teaching, which includes a variety of teaching methods were articles, multimedia and multimedia teaching methods, a variety of educational methods and new teaching methods were used. Exclusion criteria included data from case reports, letters to the editor, review articles were meetings and poster. A total of 312 studies and of those, about 57 articles that met the inclusion criteria were finally assessed. All ethical issues regarding the proper use of articles extracted and conditions of the release effect was observed.

RESULTS

Search only Article 312 of about 500 articles directly to your multimedia methods were examined. Among which 57 articles are accurate only way to introduce multimedia or had compared of which 11 papers in international journals in English related to researchers inside and 46 domestic scholars of Persian language in internal magazines were printed. That ultimately the final number was studied. In all of the studies was assessed as the method and useful multimedia educational techniques that increase the amount of learning compared to other methods such as group discussions, lectures. A Practical Approach, Role Playing, teaching and learning methods such as focus groups and even some in the short term may in terms of multimedia learning methods are more useful (though in many studies to learn the difference was not statistically significant). But in the majority of studies examined by a multimedia approach in terms of sustainability knowledge to educational information to remembering taught by students after at least one month of teaching, premier method and the difference was significant in these studies is overwhelming.

DISCUSSION AND CONCLUSION

Retention of information learned in the students' minds for a long time and is one of the main concerns was a coach [9]. Jahanpoor in the study stated that survival rates of knowledge in multimedia approach to group discussion were higher [5]. The findings by the study also Khalili [2], Wahhabi [1] and Meshki *et al* [10] confirmed. Also, Daneshmandi [4] but this is not a significant amount of autonomy with these findings, the study of Mokhtari Noori [11], Mollazade [12] and Wahhabi *et al* [1] is in line but the study of Meshki [10] and Fanny *et al* discrepancy was found (13). In their study, Mollazade said that despite the lack of obvious differences in teaching methods to students, multimedia procedure lasting effect over time than other methods [12]. However, Meshki said in his study at the department of multimedia final grades were higher than group discussion groups mortals in their study made it clear that the multimedia approach in transferring knowledge to act decisively better and more effective than other traditional methods [13]. Of course, Sanaee *Et al* [14] showed in their study that the method of multimedia training general practitioners compared to traditional methods of power and is more of the participants. Jahanpoor [15] in their study suggests that multimedia teaching in higher retention of information to have a group discussion. Therefore, the use of multimedia teaching methods, as a suitable solution in order to increase the shelf life in mind requires preparation and proper planning to use this method. Also check out the method accept multimedia studies it was found that despite the declarations and stated explicitly in the majority of studies, multimedia approach has no place in the official program of universities and training centers. Perhaps the most important reason for this costly procurement programs, they escape loneliness of learners and society, technical problems and support in the preparation and implementation of the programs [16,17]. Finally, with regard to the high level of durability and remembering the knowledge in multi-media, it is recommended. This method of survival

knowledge is important in medical science that should be used. Of course, before using this method it is necessary that the conditions be provided.

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