

COVID-19 AND MULTIMEDIA VIDEO PEDAGOGY: AN APPRAISAL OF CHILDREN EXPERIMENTAL THEATRE PRACTICE OF CREATIVE HANDS ACADEMY, OYE-EKITI

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Abstract

The spread of Covid-19 in recent time has sent shockwaves and limitations in human interactions and contacts across the globe. These constraints in human contacts and interactions have made scholars and professionals experiment alternative means of practising their trades. It is in this context that this study assessed the impact of the “multimedia CDs” adopted as new trends in children theatre practice occasioned by the outbreak of Covid-19. Rather than engage the children in the formal and usual participatory children theatre activities, this study evaluates the experiments with Multimedia Video CD by The Creative Hands Academy at Oye-Ekiti, Nigeria. Tulsi Kumar’s *Jonny Jonny Yes Papa* was used to facilitate learning in Mathematics, in the early childhood programme. To investigate this impact, the study hinged on Howard Gardner’s Theory of Multiple Intelligences that posits that people do not have just intellectual capacity, but many kinds of intelligence; thereby making people learn through various means. The study adopted participant observation approach as its research method; by using the video CDs under study to teach the curriculum content of Primary 3A arm of the Creative Hands Academy Oye-Ekiti, Ekiti State during the pandemic era. Thereafter, the entire Primary 3 classes of the school, consisting of four (4) arms, were examined on the curriculum content taught. The results revealed that the pupils of Primary 3A arm that were taught using the Multimedia CD, *Jonny Jonny Yes Papa Video CD* performed exceptionally well. Based on the results, the study recommended Multimedia as a viable medium of teaching and learning in the lower secondary schools.

Keywords: Post Covid-19, Pandemic era, New trends, Children-theatre practice.

Introduction

The world has grappled with Covid-19 that wreaked havoc on every aspect of human endeavour. It held the economy hostage, not to mention the educational sector. The pandemic brought about changes and upheavals in the educational sector, which acts as a catalyst for any nation's progress. The pandemic has had a devastating impact on many people's livelihoods, countries' wealth, and the world economy. About 1.2 billion students were out

of school as a result of pandemic-related measures, with school closures affecting 73.8 percent of the world's school populations (UNESCO 20). This has had a significant impact on educational access, quality, and equity, as well as the changing of educational delivery throughout the globe.

The risks we confront grow increasingly intertwined as the world gets more interconnected. International boundaries have been breached as the Covid-19 pandemic continues to spread and mutate. There are people from all walks of life who have been impacted by this. There may be options for students from more affluent households to participate in alternative education programmes. Many low-income students were expelled from schools when they were forced to closure due to budget cuts. Our educational institutions' inadequacies and injustices have been exposed by this issue, which ranges from lack of access to bandwidth and computers required for online learning to a mismatch between resources and standards to a lack of learning settings suitable to students. Because of the lockdowns in reaction to Covid-19, "most nations have had to close all of their schools for at least 10 weeks and at most six months" (Anthony et. al 70). Because of the horrific conditions, children and students have had to rely on their own means to complete their education via the Internet, television, or radio.

Hand-washing with soap and running water for 20 seconds, wearing face masks, and social distance are known in Nigeria as Covid-19 Safety Protocols, which were proposed by the World Health Organization (WHO 5) to limit the spread of the viral pandemic by May 2020. UN Educational Scientific and Cultural Organization (UNESCO) estimates that more than half of the world's students have had their schools closed as a precautionary measure against the spread of the epidemic (6). Regardless of regulations requiring students to stay at home or be placed under lockdown, learning should continue. However, many schools lack the financial resources to acquire the necessary equipment for remote learning, and others lack staff with the necessary digital abilities for teaching and learning. Even with these Safety Protocols and Measures in places of learning in Nigeria, it has been difficult for schools that may be better resourced to successfully facilitate teaching and learning as a consequence of the fear of getting Covid-19. Fears about the feared Covid-19 spreading and contracting are causing the entire educational system to migrate towards e-learning in order to mitigate the effects of the pandemic (Prensky 3). As a result, instructors who ensured that education continued to be provided had to adapt to new pedagogical ideas and modalities of delivery, for which they may not have been educated. Learners from the most disadvantaged groups, such as rural inhabitants in distant communities who lack access to digital learning tools or the resilience and engagement to study on their own, are more vulnerable to falling behind. It is

against the background of educational interruptions caused by Covid-19 that prompted instructors and stakeholders to explore alternate teaching methods. As a result, the goal of this research was to see how effective *Jonny Jonny Yes Papa* video is useful as a substitute for classroom theatre, which is a valuable teaching and learning tool that encourages participation.

Theoretical Background

The research was based on Howard Gardner's Multiple Intelligences Theory (MIT). Humans have multiple sorts of "intelligences," according to Gardner, people have several types of intelligence, including musical, interpersonal, and linguistic intelligence, interactive intelligence, and doing intelligence, among others. He notes that individual learns best from each of the aforementioned intelligences and as a result motivates educators to embrace the idea that there are many different ways to be intelligent and that each student's learning style is unique. To this end, it can be argued that incorporating multimedia into the classroom is appropriate in the twenty-first century, particularly with the introduction of Covid-19.

Many researches have been conducted on the functions and efficacy of interactive multimedia. This section aims to highlight the most important works in this field. A key component of well-designed multimedia courseware is user involvement. In reality, studies have demonstrated that an interactive learning environment may result in a successful teaching and learning system (Shinde 23). Mayer's study shows that multi-modal training is more successful than single-mode instruction in a variety of studies (Mayer 3; Norhayati and Siew 147). In other words, this research shows that media has an influence on learning because of the educational opportunities they provide. For example, based on Mayer's study, the video medium should be more successful than radio when utilized effectively, since radio cannot convey visual information. The ability to deliver information in a visual format has shown to be especially beneficial to educational programmes.

Video is a digital format for capturing, reproducing, and transmitting moving visual images. A succession of frames, static photos, and, in compressed forms, motions between those pictures will be included in video codes. The amount of frames per second, colour space, resolution, and other factors will affect the quality. Early childhood video usage might help youngsters grow healthy brains, prepare for school, and generate a better workforce and economy. For young viewers, animations are very interesting, and most pupils, even in their early years, demonstrate a high degree of media literacy and understanding regarding animation. "Animation" is a derivative of "animate," which meaning "to bring to life." Is it preferable to shoot the action of a spinning globe on video or is animation a better solution?

Traditional storytelling with animation conveys a wealth of information about the actual world. Early childhood is a period of rapid growth. The youngster gets more active as a result of rapid physical growth. At this age, the youngster begins to develop new behavioural patterns.

The Corona Virus Disease 2019 (Covid-19)

The Corona-virus disease 2019 (Covid-19) pandemic in Nigeria is part of a worldwide pandemic caused by the severe acute respiratory syndrome virus Corona-virus 2 (SAR COV-2) (Anthony et al. 79). Corona-viruses may be transmitted to humans from a range of animals, including cattle, camels, and bats. Several scientists assert that the new strain of Corona virus most likely originated in bats or pangolins (Anthony et. al. 81). Wuhan, China saw the first human transmission (Hui et al. 265). Since then, the illness has spread mostly via person-to-person contact. This virus is most often transmitted via close contact with an infected person. When individuals with Covid-19 cough or exhale, they eject minute droplets carrying the virus; these droplets may enter the mouth or nose of a person who does not have the virus, enabling infection to spread (Hui et al. 265). Although the illness is most contagious when the symptoms are at their worst, the virus may still be transmitted by an asymptomatic individual (Landry et. al 26). Virus-carrying droplets may also land on nearby surfaces or objects, and the illness spreads when others touch or pick up these surfaces or items and then touches their nose, eyes, or mouth (Landry et al. 26).

On February 27, 2020, Nigeria's Federal Ministry of Health reported the country's first case of Covid-19. Italian national working in Nigeria returned to Lagos from Milan, Italy on February 25, 2020. It's (Maclean and Dahir 10). The number of confirmed cases of illness in Nigeria and throughout the world has continued to rise since then. There are thirteen (13) nations that Nigeria has prohibited travel to on March 18th that have a high prevalence of Ebola. When the World Health Organization (WHO) declares Covid-19 a pandemic in 2020, the disease will be eradicated. There's nothing more frightening than a virus or illness spreading over continents or even the entire planet in a rapid and uncontrolled fashion (Cucinotta and Vanelli 158).

Multimedia CD as an Alternative to Children Theatre

Multimedia refers to the simultaneous display of computer-mediated information in many media formats. It contains text, still images, animations, hypermedia, photography, video, and audio, but not necessarily all of them (i.e. sounds, music and narration). Multimedia may accommodate several representations of the same piece of information in diverse formats. This has several implications for schooling (Ke 1619). In contrast to traditional teaching

techniques, which may lack such contact, interactive multimedia refers to the use of multimedia and information communication technology equipment to facilitate an effective dialogue between the instructor and the pupils. Traditional educators, on the other hand, maintain that face-to-face communication may be more participatory.

At all levels of education, technological advancements have had a major influence on the evolution of teaching techniques from conventional face-to-face teaching to computer-based learning (CBL) or e-learning systems. Alternative learning methods may be found in modern education and communication contexts. Multimedia has long been a staple of instructional technology. It is also envisaged that such technologies would be used more in teaching in the future. Some suggest that multimedia and e-learning technologies should be used as a complement to conventional classrooms (and not as a substitute) (and not as a replacement). The use of interactive multimedia in the classroom is becoming more common. It is crucial in supporting pupils with their learning processes. As a result, multimedia may be argued that it enriches and helps pupils to study more effectively. To provide content-rich learning software and courseware to a variety of students, further work is necessary to build new programmes utilizing multimedia components and multimedia authoring tools. When we refer to multimedia, we don't only mean animation or image- and video-related content; they may be coupled with programming and other techniques, for instance, to build a portal or application that combines data, video, and images.

Children's Theatre

Playing an active role in a child's development is one of the primary goals of children's theatre, which is both an educational tool and an entertainment medium. Instead than entertaining the audience, children's theatre focuses on boosting intellectual development and developing educational opportunities. Onyeisi correctly points out that although children's theatre is influenced by many of the principles and practices of the theatrical arts, it is primarily seen as an educational tool rather than an art form that is led and authorized by criteria other than aesthetics (Omoera 208). While the goals of children's theatre vary, they are always geared toward the well-being of the performers (the children) rather than the enjoyment of the audience. As an exciting part of Theatre-in-Education (TIE), which refers to all group activities designed, structured, and guided by a teacher or leader to engage children in the process of creating and experiencing drama as an art form and a tool for education, children's theatre is a fun and exciting way to spend time with friends. Consequently, "children's theatre" is used to describe

this participatory method to teaching and learning that incorporates theatrical techniques and creative concepts.

Use of Multimedia Tools to engage Children

Multimedia technologies provide a plethora of new opportunities to engage children, examine topics, collect feedback, and communicate with others. Students may learn "from" multimedia in the first of two ways to use multimedia in early childhood education. They may also learn "through" multimedia. Multimedia is a term used in education to describe the symbol systems that instructors and students utilize to communicate knowledge representations to others. "Educational communication" is the basis for using multimedia in early childhood education. The majority of instructors and students are at ease with utilizing multimedia. Teachers should borrow videodisc players to experiment with at home in order to encourage them to utilize the technology in their classrooms. Multimedia is essential for education in a variety of ways, including the development of cross-skills and competencies, effective communication, problem-solving, critical thinking, collaboration, and the use of technology, as well as the promotion of attitudes, intellectual curiosity, and personal accountability.

Students are more satisfied and motivated in classes that employ multimedia resources: thus students' value (and frequently demand) a range of media to pique their attention (Idogho 92). Rich media assets help students learn complicated concepts better, particularly dynamic processes that take place across time. Rich media resources contribute to improved encoding and retrieval, which improves memorability. Many people thought that multimedia's ability to give real-time simulations via the use of video lifted it above conventional based learning. Multimedia may be used to augment or replace classroom instruction or to prepare students for practical experiences. Where a laboratory was too expensive to purchase or maintain, where equipment storage prevented hands-on use for each student, and where reduced teaching budgets prevented the provision of the extra academic and technical staff required to supervise practice sessions, multimedia could provide a solution.

Presentation and Discussion of the Workshop Project

Research Design

The study used the qualitative research instrumentation to collect data. The primary data were collected from Children's fun time CDs and the primary school pupils of Creative Hands Academy, Oye-Ekiti. The data were collected analyzed using content analysis and descriptive techniques. The

purpose of the research was to determine how the use of multimedia films in mathematics instruction and learning influenced the factual, conceptual, and procedural understanding of primary school children. The following research question was formulated based on the intended objective: is there a significant difference between the experimental and control groups in terms of factual, conceptual, and procedural knowledge when it comes to multimedia films and discovery learning?

The study used a quasi-experimental design with a pre- and post-test control group and an experimental group. The quasi-experimental design was used in this study for two primary reasons: (i) random selection of schools and classes is almost impossible, and (ii) the intended goals of this study are to assess the causal effect of the intervention on the target population without random selection (Cohen, Manion and Morrison 29). There were Fifty-two (52) Primary 3 A pupils, consisting of 27 male pupils and 25 female pupils, in the Creative Hands Academy, Oye-Ekiti, Ekiti State who participated in the research. Both groups consisted of twenty-six students aged from 7 to 8 years. The learning process was conducted for eight hours a week to teach Mathematics lessons, as designed in their curriculum, which was appropriately captured in the Loo Loo Kids: *Jonny Jonny Yes Papa Video*; in Ten weeks throughout the third term of the 2020-2021 Academic sessions, which was from around May to July 2021.

The content and constructs validity of the Loo Loo Kids: *Jonny Jonny Yes Papa Video* are provided. Two experienced primary school teachers and one senior professor from the Department of Early Childhood Education, Federal University Oye-Ekiti, Ekiti State, evaluated the content validity of the *Loo Loo Kids: Jonny Jonny Yes Papa video*. They examined the video based on its relevance, clarity, and simplicity. The suggestions and corrections of the experts were used to update the items and arrive at the final instrument form. Field-testing was carried out on 40 pupils in Primary 4 Class, who had previously acquired the same Mathematics concepts in under study. Before beginning the learning process; the video was chosen based on the planned educational aims as well as the qualities and interests of the pupils (Berk 9). Another factor to consider when selecting a Multimedia video clip is its duration, since shorter videos (around 10 minutes) are more interesting than longer Multimedia videos (Guo, Kim and Rubin 14). The researchers split students into diverse groups of 5 students (one group included four pupils) based on gender and academic performance at the start of therapy. In addition, both the experimental and control groups were given a pre-test. Before doing the instruction, the students solved 20 questions in class for 25 minutes.

In both groups, there is a learning process. The experimental group was given a Mathematics lessons with guided discovery as a teaching method and

the Loo Loo Kids: *Jonny Jonny Yes Papa Video* as ICT multimedia, while the control group was taught with guided discovery. The control group was taught through guided exploration, whereas the Yes Papa Video was used as ICT multimedia. The experimental group was taught by one of the researchers with five (5) years of teaching experience, whereas the control group was taught by an 8-year veteran classroom instructor. A post-test was done on the treatment and control groups following the teaching of the Mathematics, Addition, Multiplication, Subtraction, and Division concepts, and the findings revealed that the experimental group did better than the control group.

Benefits and Shortcomings of Multimedia Learning

Multimedia learning resources may be more comprehensive, provide more chances for elaboration, and give more cognitive links for the learner to relate new information to existing knowledge. Multimedia training should be more successful than a traditional lecture in the classroom. Multimedia could be useful because it enhances students' attitudes about the information they're studying. When compared to conventional classroom training, multimedia information presentation looks to provide a possible learning benefit. Multimedia may help students learn better by enabling the instructional designer to convey information in the most effective way possible. However, we must make multimedia instructional design choices if multimedia teaching is to have a meaningful, beneficial influence on education (Muller et al 3). Primary school is a crucial time in a child's educational career. If a teacher is successful in laying a solid foundation and making the full subject plain to a student, the student will be able to understand complex concepts with ease in the future (Prensky 2). It is contingent on a good teaching and learning process. Educational technology plays a critical role in improving the effectiveness and success of the teaching and learning process. Educational technologies are materials, methods, organizations, concepts, gadgets, instruments, or machines that improve the effectiveness, success, and memorableness of the teaching-learning process.

The basic purpose of multimedia is to allow students to learn by doing. Students initially see the things before learning about them. Because multimedia and the natural way children learn, which is via visual information and images, multimedia may offer unique potential to aid learning. Students may be more motivated to succeed and excel in vocabulary acquisition if visual text is provided with pictures. The usage of multimedia in presentations for vocabulary acquisition teaching and curriculum should be reconsidered (Moneta and Kekkonen- Moneta 64). The use of interactive multimedia in the classroom is becoming more common. Multimedia is crucial in supporting students in their learning processes. As a result, multimedia may be utilized to

improve and help pupils to study more effectively. Many opponents of improved teaching techniques say that employing interactive teaching methods may only temporarily increase children's knowledge or abilities, and that such skills may not be as mature or stable as those obtained via conventional teaching methods. Opponents also say that proponents of new approaches overlook severe disadvantages, citing games that encourage violence or are addictive and time demanding as examples. Furthermore, if the Internet is used in such approaches, the possibilities of young children being exposed to pornography or inappropriate websites by mistake are high and perhaps fatal.

For others, new methods are inherently unfair, particularly to youngsters, who may prefer the colourful colours and motion of modern boards to the monotonous black-and-white of conventional ones (even coloured markers may not be as impressive compared with flashy pictures and animation). Certain students may ignore or disregard anything on a graphical scale that is less than "mind-blowing." Therefore, rather than supplanting existing processes, these techniques may be valuable as supplements. Educators will be worried about the time and effort required to include games into their courses. However, we think that using interactive and upgraded approaches in the classroom, such as gaming technology, is viable and will have a favourable influence on students' capacity to learn.

Conclusion

Many recent education-related research articles and studies have focused on the use of multimedia and improved learning approaches. A Mathematics application for young pupils was created for this research to assess the influence of interactive learning on students' capacities to enhance their learning skills. In line with multiple other researches, the findings revealed that such strategies are particularly beneficial for children, who are inspired by visuals and animation, especially when well-known cartoon characters are employed in instructional games.

Despite the fact that the findings revealed gains in students' learning abilities, as described in the article, this is not a plan to replace conventional schooling. Rather, interactive enhanced learning may be a highly valuable alternative to Children Theatre and conventional education techniques, particularly in circumstances when traditional methods are ineffective, like as the recent introduction of Covid-19. A field research on students from schools in Ekiti State, Nigeria, will be done in the future to determine the efficiency of employing multimedia interactive systems with bigger study or experimental groups. Various gaming applications will be employed and used to different disciplines or sectors of knowledge in order to generalize the final outcomes.

To limit the possibility of bias in the outcomes, groups of students and instructors will be chosen at random. Future research should look at a variety of additional aspects, notably the potential downsides of employing instructional games on pupils.

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