

Using image and video can affect student learning outcomes

[Education](#)



I chose the topic “ using image and video can affect learning outcomes” because they are the media that are used today as resources to promote learning in the higher education context. In relation to this, it is evident that still images like photographs and graphs can be converted to facilitate learning. Videos and images are chosen to enhance visual interactivity with the content in that the learners relates to the visual content either verbally, by note taking or thinking or by applying concepts (Collins & Halverson, 2009). Images and videos engage visual senses of the students and, therefore, the visual materials are well mastered. The learners’ sense of sight is kept involved, and this instills maximum concentration in learning environment. Videos and images enhance knowledge transfer and memory since the student may remember and retain the concepts as per the visualized content of the displayed images and videos.

The use of videos and images is very active in education because videos and images facilitate students’ thinking and problem-solving. Videos and images enable the learners to relate between visual clues, the memory process, and the recall of the new knowledge. The use of moving images and sound communicated videos helps the students to acquire a range of transferable knowledge and skills in film production (Collins & Halverson, 2009). The learners are, therefore, motivated, and they develop innovative skills that in turn boost their academic performers. The use of videos and images has a negative impact on students learning in a way; it exposes the students to the visual learning that may kill other types of learning. Students are also majorly exposed to computers that they might turn to game playing.

The importance of this topic “ the impact of Science experiments in student

learning” is defined by the end results after a given study. With experimentation during learning, students have a feel of ownership of their learning and enhance the motivation to learn even more since most students see experiments in science as being much enjoyable compared to classes without practical tests. A student can make logic out of a topic, the reason the methods of practice creating a real phenomenon in the learning environment. Though practicing and seeing problems, students are motivated to develop a critical attitude towards real issues enabling them to come up with real-time solutions for them (Radecki, 2008). It is also clear that practical work can up a student’s ability to conceptualize scientific facts and theories especially if the actual experimentation can illustrate and ultimately affirm the theory. As students participate in practical work, they understand and involve themselves. Experiments in science also play a great role in molding manual dexterity skills and comprehensively enhance a student’s higher-level skills such as observation, measurement of scientific units as well as being deductive, predictive and conclusive.

Practical experiments also play greater roles in boosting the students’ critical attitude (Radecki, 2008). This ability to positively criticize existing scientific facts is what always leads to new discoveries in science. Students are also likely to give a scientific process a deeper scrutiny and cleverly come up with better ways of tackling experimental procedures. The habit of seeing problems and seeking for their solutions is always installed on the students through scientific problems. Practical experiments throw into the students the urge to argue out facts and arrive at new principles.

References

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