Educreator Research Journal

Original Research Article

THE ROLE OF MEDIA IN FACILITATING EDUCATIONAL DIALOGUE: STUDENTS PERSPECTIVE

Ms. Sharmila Fernandes & Prof. (Dr.) Mandeep Kaur Kochar*

 * *Research Scholar,Bombay Teachers Training College, HSNCU, Mumbai*
** *Vice Principal (University Affairs) BTTC, HSNCU, Mumbai.*

Abstract:

This study examines the complex role of media in facilitating dialogical learning for high school students in Grades XI and XII, revealing its potential to enhance both academic and social competencies. Social media, in particular, helps bridge formal and informal learning contexts, supporting student interest and group collaboration. However, potential drawbacks include issues such as distraction, reduced productivity, and risks to mental well-being. The findings indicate that, with careful integration, media can support dialogical learning, enriching students' critical thinking, resource accessibility, and dialogical engagement. This balance between traditional methods and media tools ultimately contributes to a dynamic, interaction-driven educational experience that enhances both academic understanding and social skills.

Key Words: *Media, Education, Social Media, Dialogue, learning, achievement, academics.*

Introduction :

In today's linked world, dialogue between media and education is not only feasible but also becoming more and more significant. The pandemic compelled instructors to employ more digital tools to share their thoughts with students. Media use in the classroom became a necessary component of education. We may use media as an educational tool, develop media literacy and critical thinking abilities, and provide kids the tools they need to interact with media responsibly and intelligently by encouraging a conversation between the media and education. But there is a drawback to this as well. Students that utilize media excessively become overly reliant on it, which hinders their ability to think critically and creatively. An over dependence on digital media for learning could lead to a decline in interpersonal communication and face-to-face interaction abilities. Spending too much time in front of a computer might take away from chances for students and instructors to collaborate, engage in meaningful social interactions, and develop relationships. This case study is to find the reality whether media learning is truly effective among junior college students of grade XI and XII.

Review of Literature:

The use of media in education is a long standing topic of discussion among educationists. The efficiency of cognitive load theory, instructional design techniques, and multimedia learning principles for maximizing

learning outcomes using digital media are all examined by the authors Clark and Mayer, 2016. Students are highly interested of utilizing YouTube as a learning resource. Students access tutorials, lecture recordings, and instructional videos in the context of higher education. Junco, Hiberger, and Loken's "Youtube in Higher Education (2011)" discusses student perceptions of YouTube as a learning resource, the efficacy of instructional videos for concept comprehension, and implications for course design and pedagogy. Mobiles being very common, education through the use of smartphone, tablets and mobile apps is another dynamic field for research. Crompton (2013) synthesizes research on mobile learning environments, instructional design frameworks, and pedagogical strategies that take advantage of mobile technology affordances to support learning anytime, anywhere. The 2021 study by Heli Ruokamo and Marjaana Kangas places before the audience the true nature of use of media by students. It takes into account the use of digital skills, competences, and technologies across the lifespan and provides ample opportunity to explore the role of media education from the school level to higher education and beyond.

The authors contend that by encouraging students to evaluate AI technologies critically, these discussions help them gain a better grasp of how these technologies affect writing and research. This method encourages moral engagement in learning communities in addition to assisting students in becoming astute digital users (Harris & Ritchie, 2021).Technology can greatly facilitate fruitful classroom discussion, according to a systematic scoping assessment that looked at the relationships between digital technologies and classroom discourse. The paper emphasises how social interactions in educational contexts are transformed by successful discourse, which promotes critical inquiry and collaborative learning. The function of technology in promoting asynchronous communication and raising student involvement via interactive platforms are two of the major themes found (Hennessy et al., 2020). Studies on dialogic pedagogy highlight how crucial it is for developing students' agency and teamwork in solving problems. Research shows that students' reasoning and topic engagement improve when they are taught dialogic abilities. This teaching strategy promotes a change from traditional lectures to a more participatory classroom setting that values a range of viewpoints (Howe & Abedin, 2013).

Objectives of the Study:

1. To evaluate the impact of media on students of Std XI-XII understanding, learning experience, curriculum comprehension, retention, and the reliability of online educational sources.

   a. To understand if usage of media enhances learning experience of students

   b. To comprehend if the usage of media in education enhances understanding of the curriculum

   c. To find if the use of media improves retention capacity among students.

   d. To know if it is reliable to learn through online educational sources.

2. To assess the impact of media and AI on learning, critical thinking, collaboration, resource access, and students' preferences for online versus in-person education in Std XI-XII.

   a. To seek if the use of media in education distracts from learning

   b. To understand if use of media in education reduces critical thinking

   c. To understand if artificial intelligence has made learning easy or no

Educreator Research Journal

OPEN ACCESS

Original Research Article

d. To find if students prefer online study as compared to coming to school

Research Methodology:

(i) Research Design:

An exploratory case study, focussing on the use of media for learning by the Std XI-XII students in Navi Mumbai

(ii) Sample of the Study:

The sample for this study was chosen using a sampling technique, with an emphasis on XI and XII students and teachers from Sacred Heart School in Navi Mumbai. These adhere to the Higher Secondary Certificate board education pattern and attend class on a regular basis. The pupils in question fall into the middle class group and possess internet connectivity on their personal mobile phones in addition to having access to it at home. These pupils' case study is predicated on their regular use of the internet and media literacy.

(iii) Tools of the Study:

A questionnaire was administered to the Students and teachers of Std XI-XII consisting of various question types. A total of 103 students and 25 teachers participated in the questionnaire.

(iv)Analysis of the Data:

Objective 1: This objective seeks to evaluate the impact of media on the academic performance of students in Grades XI and XII. It examines whether media improves students' comprehension of the curriculum, their overall educational experience, and information retention. Furthermore, it analyses the function of media in enhancing understanding and assesses the credibility of online educational resources, offering perspectives on the appropriate incorporation of media into the educational framework to facilitate student learning.

Students were posed six questions to understand their usage of media in their educational process. Here is the analysis to the questions posed.

a To understand if usage of media enhances learning experience of students

61.2% students believe media in education enhances their learning experience. Out of which, 10.7% strongly agrees and 50.5% agree. 31.1% take a neutral position. 7.8% disagree with the statement (1% strongly disagree and 6.8% disagrees). Majority believe that media does make their overall learning experience better.

b. To comprehend if the usage of media in education enhances understanding of curriculum.

In terms of curriculum comprehension, 56.3% of students say that media helps them grasp it better. Of these, 10.7% strongly agree and 45.6% agree. Furthermore, 35.9% of respondents take a neutral position, 7.8% disagree with the statement, 6.8% disagree, and 1% strongly disagree.

c. To find if it improves retention capacity among students.

46.6% of students say they think multimedia helps students remember difficult topics. 39.8% of this group agree with the statement, and 6.8% strongly agree. Furthermore, 44.7% have no opinion on the subject. On the other hand, 8.7% disagree that multimedia information helps students retain complicated educational content, with 1.9% strongly disagreeing and 6.8% disagreeing.

d. To know if it is reliable to learn through online educational sources.

Educreator Research Journal

Original Research Article

62.1% of students think they are confident in their abilities to look for trustworthy information from media sources that are educational. Out of them, 46.6% agree with the statement and 15.5% strongly agree. A significant percentage, 31.1%, has no opinion. As for the claim that people can reliably find accurate information from educational media sources, 6.8% disagree, 1.9% strongly disagree, and 4.9% merely disagree.

Objective 2: To assess the impact of media and AI on learning, critical thinking, collaboration, resource access, and students' preferences for online versus in-person education in Std XI-XII.

This objective aims to analyse the impact of media and artificial intelligence (AI) on several facets of education for students in Grades XI and XII. It examines the impact of these technologies on learning outcomes, the enhancement of critical thinking skills, and the promotion of collaboration among students. Furthermore, it examines the role of media and AI in enhancing resource accessibility and assesses students' preferences for online learning compared to traditional in-person education, offering insights into the changing educational environment.

a. **To seek if the use of media in education distracts from learning.**

A considerable proportion of students, including 36.9%, confess to being sidetracked from their studies by instructional media. Of these, 8.7% strongly agree and another 28.2% agree with the statement. In the meantime, 30.8% disagree with 33% who take a neutral position on the matter. Of those who don't agree, 4.9% strongly disagree and 25.2% don't think that educational media distracts students from their studies.

b. **To understand if use of media in education reduces critical thinking.**

The majority of respondents appear to disagree with the claim that consuming multimedia content does not foster the development of critical thinking and problem-solving abilities. 35% of respondents are neutral, 35% disagree, and 6.8% strongly disagree, according to the breakdown of replies. This indicates that a total of 70.8% of respondents disagree with the statement that using multimedia content to teach critical thinking and problem-solving techniques is useless.

However, 23.3% of those surveyed do not think that multimedia content helps to develop these abilities. Of these, 20.4% agree and 2.9% strongly agree.

Interestingly, a sizable percentage of respondents had favorable opinions on how multimedia content improves critical thinking and problem-solving abilities.

c. **To understand if artificial intelligence has made learning easy or no.**

More than a third of participants stated that artificial intelligence tools—like chatbots—have made learning easier for them. Another third are indifferent, meaning that a sizable amount of people are neither in agreement nor disagreement about how Airtifical Intelligence (AI) is affecting their ability to learn. On the other hand, 19.4% of respondents contest the idea that AI has simplified their learning.

These results point to a wide range of perspectives on the impact of AI in education. While a sizable portion believes AI—in particular, chatbots—can facilitate learning, a sizable portion is unconvinced or uncaring

about its potential benefits. The range of answers demonstrates the intricate and dynamic interaction that exists between educational AI and pupils

d. **To find if students prefer online study as compared to coming to school.**

A striking 17.4% of students say they would rather study online than go to school in person, with 8.7% strongly agreeing and another 8.7% agreeing. Twenty.4% more people have a neutral opinion on the subject. However, most respondents—29.1% of whom strongly disagree and 36.9% of whom merely disagree—indicate that they would rather attend in person than study online.

Conclusion:

Students' varied viewpoints on the use of media in the classroom are reflected in the discussion. While using media tools like podcasts, interactive platforms, and videos can greatly improve understanding and engagement, it's important to balance this with more conventional teaching approaches. Combining in-person conversations and media creates a more immersive learning environment that helps students advance not just their academic knowledge but also their social and collaboration skills. The ultimate goal of using media in education should be to establish a comprehensive learning environment that supports different learning styles, promotes meaningful conversation, and fosters a bond between students and teachers. Having these components in balance can result in a more successful and rewarding educational experience.

An intricate environment with both noteworthy advantages and remarkable difficulties is shown by the investigation of media use in education, especially through social media. Based on the findings of this study, social media can be an effective instrument for raising student interest, encouraging group projects, and giving them access to a multitude of learning materials. Through establishing a connection between formal and casual learning contexts, it cultivates an engaging educational process that is in line with modern digital methods. Still, the results highlight some possible negative effects of social media use in learning environments. Common problems among students include distraction, decreased productivity, and mental health issues including despair and anxiety. Because social media has the ability to both enhance and diminish the educational process, it is imperative that integration be done carefully.

Thus, this study highlights the crucial function of media in improving the educational experience for students in Grades XI and XII. An assessment of the influence of media on students' comprehension of curriculum, retention, and the credibility of online educational resources reveals that, when effectively integrated, media can enhance deeper learning, bolster critical thinking, and expand access to resources. Furthermore, media, in conjunction with AI, possesses the capacity to revolutionise student interaction with educational material, hence affecting their inclinations towards online or traditional learning modalities. The findings indicate that utilising media and technology can create more dynamic and efficient educational settings, providing students with innovative methods to engage, collaborate, and retain knowledge, while guaranteeing access to dependable educational resources.

References:

1. *Clark and Mayer, (2016), Digital Media in Education: A Review of Research and Practice.*

Educreator Research Journal

OPEN ACCESS

Original Research Article

2. *Junco, Heiberger & Loken (2011), Youtube in Higher Education.*

3. *Crompton, (2013), Mobile Learning: A Review of Current Research*

4. *Heli Ruokamo and Marjaana Kangas. (2021). Media Educaton at the Top. Cambridge: Cambridge Scholars Publishing.*

5. *Harris, A., & Ritchie, L. (2021). Developing media and information literacy through dialogues about AI. In Teaching and Generative AI. UEN Pressbooks.*
   https://uen.pressbooks.pub/teachingandgenerativeai/chapter/developing-media-and-information-literacy-through-dialogues-about-ai/

6. *Hennessy, S., Warwick, P., & Hoadley, U. (2020). Classroom dialogue and digital technologies: A scoping review. Education Technology Research and Development, 68(4), 1961-1987. https://doi.org/10.1007/s10639-020-10331-5.*

7. *Howe, C., & Abedin, M. (2013). Dialogic pedagogy: An emerging area of research. Research Papers in Education, 28(3), 305-329. https://doi.org/10.1080/02671522.2013.832291*