The Role of Educational Media in Motivation to Learn: Digital Media as a Model

AHMED Bouajila, ASMA Jebahi, ADEL Fridhi, RAHMA Bouraoui, NAILA bali

bajilaah@yahoo.fr, asma.jebahi2023@gmail.com, adel.fridhi2013@gmail.com, Rahmabouraoui3@gmail.com, nailabali2020@gmail.com

Higher Institute of Childhood Executives, Carthage Dermech, University of Carthage
Research Laboratory on Disability and Social Unsuitability, LR13AS01, ISES, UMA, Tunisia

Higher Institute of Special Education, Tunisia

--*Abstract*---
This article aims to describe the different educational uses by learners through digital media and to better understand if there can be a favorable link between them and school motivation in children.
This article is especially important in our current context where digital media are increasingly appearing in teaching pedagogy and where learners frequent the in their practices more than teachers in addition we result in a motivation in children very high to better understand and learn.
Keywords*: educational media, digital media, academic motivation.*

I.   Introduction
        The technological developments of our times are constantly accelerating and growing quite rapidly as the world made great strides in the world of communication and information exchange, which pushed the school and its leaders towards the need to think about a new education that brings these technological developments to the school. a space to evolve the mechanisms of traditional education towards the concept of innovation, educational development and pedagogical renewal, updating its educational means or media In order to be able to face educational crises, with indications of terrifying statistics revealed by UNICEF's recent State of Children's Report 2020, which confirmed that 72% of children do not have basic arithmetic operations skills, and 34% of them do not have not reading skill. Perhaps this statistical proposal places us before a crisis which imposes the need for a pedagogical revolution in the pedagogical methods used.

II.   Problem
        Based on this position, it is clear that the development of media and pedagogical methods is one of the urgent necessities, which is why we find multimedia, audiovisual or digital media, which can contribute to increasing the effectiveness of educational system in achieving its objectives, encouragement and motivation of the learner, which prompted me to research the role of educational media in motivating learning: digital media as a model
Therefore, the interrogative text of the article is:
✓   The pedagogical role of digital media in the motivation to learn?

III.   Methodology
In this article, two important parts will be discussed:
A theoretical part or the explanation of the educational media in general will take place then the digital educational media.
Thus, we come to the end of the theoretical part and we therefore conclude it with the importance and advantages of digital educational media in learning.
For the empirical part I will present the motivation for learning through a questionnaire given to teachers which is devised according to motivation indicators:
✓   choice and integration

- ✓ commitment
- ✓ perseverance
- ✓ performance and control

3.1 Educational media:

Today, the uses of mediation have multiplied in many fields, particularly in the educational, social, political and cultural fields.

This has prompted many researchers to name it in the plural: mediations and not mediation, because of its multiplicity of uses.

Also Le Larousse has defined a media as "a support allowing the diffusion of documents or sound or audiovisual messages". He cites a few examples including the press, radio and television broadcasting, and telecommunications. Comparing this encyclopaedic approach to current practices can be interesting: today, with the development of tablets and smartphones, online media are the majority; social networks occupying a growing place in the means of information for young people.

In addition, the nature of the stimuli, its novelty and its complexity influence learning. If their own capacities are well exploited, each type of message and each media will make it possible to respond to specific situations for the benefit of certain learners, to accomplish different tasks and to achieve certain educational objectives. The question of the choice and harmonious integration of the various media available is therefore one of the central elements of the educational design of multimedia learning systems.

the concept of mediation commonly refers to a person, an arbitrator, a conciliator or an intervener who intervenes or intervenes to help find solutions, to resolve conflicts between two or more people. In pedagogy, mediation, as [1] put it so well is not between two people in conflict, "but between a person and what he has to learn and/or what he mentally prepared to do so"

after all, pedagogical mediation is a form of educational intervention; to tell the truth, the concept of mediation is inseparable from that of educational intervention, because it implies, as Lenoir[2] so aptly put it, a practical and regulatory interactivity between the child, the object learning and the facilitator. Pedagogical mediation is practical, because it aims at the exercise of concrete activities and the application of principles or rules. Pedagogical mediation is regulatory, because it is inseparable from an evaluation, follow-up, management and evaluation of the cognitive progress of the learner [3]

since mediation is important between the teacher and the learner, that is to say in the field of education, they were diverse and different: technological, digital, audiovisual… but also there are traditional pedagogical mediations such as : the blackboard with chalk, the school book, the posters, the graphs

In conclusion, it can be said that these educational media have become obsolete and no longer correspond to the needs of the child and no longer place him at the center of the educational learning process.[4]

3.2 digital educational media:

Nowadays, digital media are part of the school life of children on the one hand, and of the world in which they live on the other.

So, Creation, innovative use where the child is at the center of teaching. He becomes an actor by passing from the status of consumer to that of creator, producer with the help of the teacher. The pedagogy is changed and innovative.

From the procedural point of view, that is to say practical and realistic, the digital teaching aids are represented in the materials and technological devices of audiovisual display carrying educational messages that the teacher uses in the fields of educational communication. in a systematic and holistic way to clarify the knowledge contained in the educational content of the textbook for learners, in order to make the lesson more interesting, exciting and flexible, creating a live educational experience in the learner's journey, while working to improve the teaching and learning process [5]

Technological or digital educational media work is categorized under the Global Educational Technology System. In this case, the media is part of a complete structural system that functions within its intended system. In our research, we have chosen to talk about educational films, educational videos, digital stories, animations, technological presentations, etc., as one of the audiovisual digital media in the learning process [6]

• Instructional Video: A mediator of modern technological media used in the field of education, which has made a qualitative leap in the chain of development and communicative technological progress from cinema to talking and color television to direct broadcast by satellite, transmitting sound and color image to be used in educational process

• The educational film: It is used in an educational context to teach skills, facts, concepts, educational tendencies and values in the narrowest framework, which is the classroom scale. It also helps to realize and understand facts and helps educate the learner on topics. difficult to manage

• The digital story and augmented reality: it is considered one of the most effective media in the formation of the personality of the child, since it corresponds to his characteristics, satisfies his desires and needs, and satisfies his motivations, the thus helping to discover life in an interesting way. and develop their mental and linguistic abilities [7].Fig.a
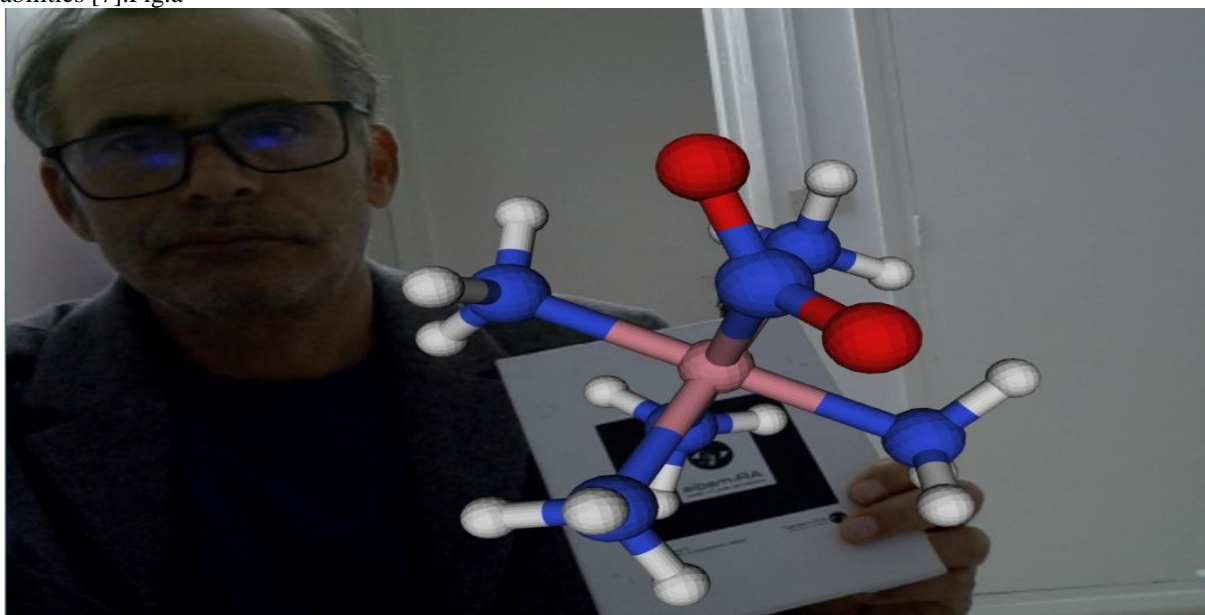
Fig.a: digital story and augmented reality

It also has an important role in satisfying the intellectual growth needs of learners, as it enriches the imagination of the individual, provides him with a lot of information about his environment and helps him to identify its characteristics, as he accustoms him to think in a sound scientific way, presenting information, facts and various concepts in a simple way

Thus, these are computer stories in which sound, music; sound effects, text, images, graphics, and video are used for educational purposes. It is then a conversion of the abstract traditional story into a story that works through an electronic medium enhanced by e-learning technology and multimedia, with the need to take advantage of learning technology online and the use of multimedia software and its employment. , including images, text, recorded narration and sound effects [8].Fig.b

Fig.b: including images, text, recorded narration and sound effects

• Cartoons: This is one of the methods of film production that works to give life and movement to things, deaf drawings, cartoons and illustrations as defined by "Abdullah Omar Al-Farra" as an essential part of the teaching and learning process.

Animations are an essential component of the teaching and learning process. In its implicit and external content, it can carry distinctive features that contribute to the development of the educational process, help learners facilitate and facilitate the learning process, and create vivid educational situations in its lively image.

Among its most important characteristics we mention: Show movement: This image is characterized by its ability to highlight the element of movement, which increases the learner's attention and suspense and brings the presented material closer to the natural or actual situation.

3.3 motivation to learn:

Motivation to learn or academic motivation is considered to be a state distinct from general motivation and specific to the learning situation. Motivation to learn refers to an internal state of the learner that drives their behavior and performance, and works on the continuity of behavior. It is a desire that drives him to learn and directs his actions and behavior towards the achievement of learning and the demand for more. [6]

Also, it indicates the degree of interest of students in academic activities to achieve learning and change. It includes the desire to do academic work and the desire to learn. It is characterized by ambition and enjoyment of competition and the unbridled desire for excellence

Thus, we can say that the motivation to learn refers to an internal state of the learner, which pushes him to pay attention to the educational situation and orients him to turn to it actively and with enthusiasm, and pushes him to continue his activity until learning is achieved [9].

IV. Result and discussion:

The solutions for the guarantee of continuity of academic motivation:

• Avoid routine activities and boring traditional media, and be committed to programming fun activities and inventing new ways to motivate learning.

• Ensure the active participation of the child in the subject of learning

• Provide appropriate conditions to maintain this interest and attention

• Create incidental lessons that grab students' attention

• In other words, to provide the conditions that help to arouse his interest in the subject of learning and his attention to it.

• Link the topic of learning to various life issues

It can be said that motivation contributes to the realization of the learning process in that it increases the effort and perseverance of the individual during the learning process and directs these efforts towards appropriate sources of learning and learning. The use of appropriate procedures and methods All this is due to the information revolution through which digital educational media have existed in the educational process.

And to conclude here is the questionnaire proposed to primary school teachers who obtained real results for the relationship or positive attachment between digital media and learning motivation.

The questionnaire is composed of 24 questions but I will solve only 5 according to the 4 motivation indicators that were discussed at the beginning of the article Fig.01:
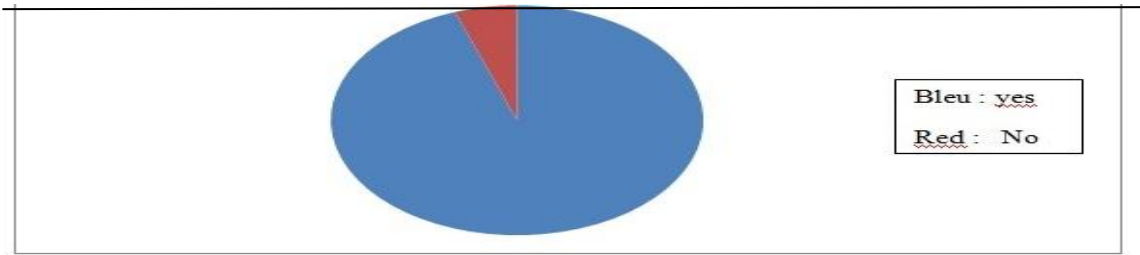
✓ **choice and integration:**

fig.01: following the use of digital media, does the learner enjoy engaging in the activity?
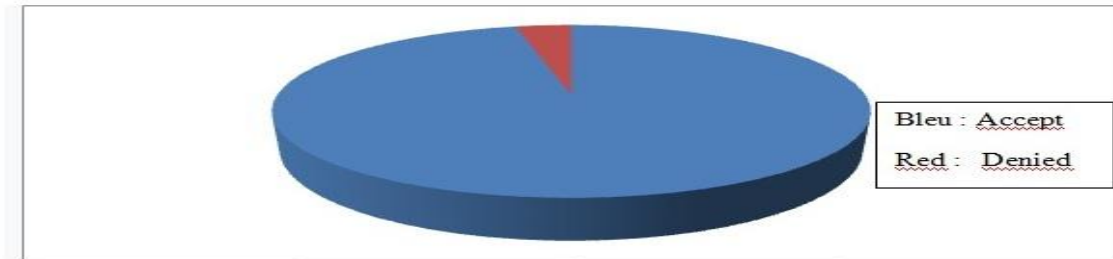
✓ **The commitment:Fig.02**

fig.01: following the use of digital media, does the learner enjoy engaging in the activity?

✓ **The commitment:Fig.02**
Fig.02: after the use of digital media in the educational process, does the learner accept or refuse to carry out the instructions and progress in the lesson?
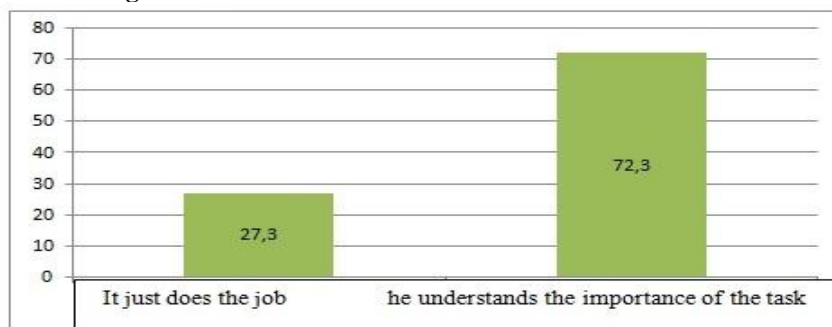
✓ **Perseverance : Fig.03**

Fig.03: The importance of the task to be performed in relation to the learner
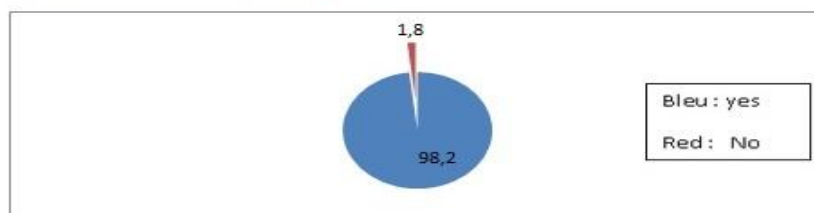
✓ **Performance and control: Fig.04**

Fig.03: The importance of the task to be performed in relation to the learner
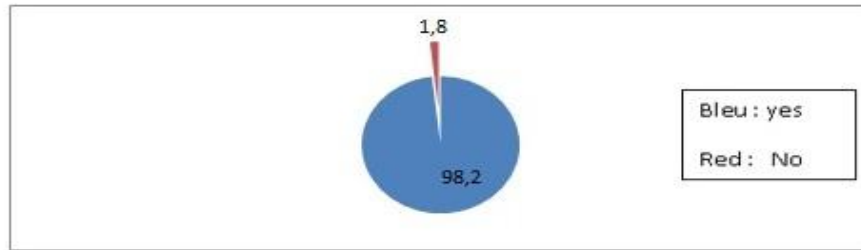
✓ **Performance and control: Fig.04**

Fig.04: Does this media increase learners' continuity and enthusiasm for learning, participation and goal achievement?
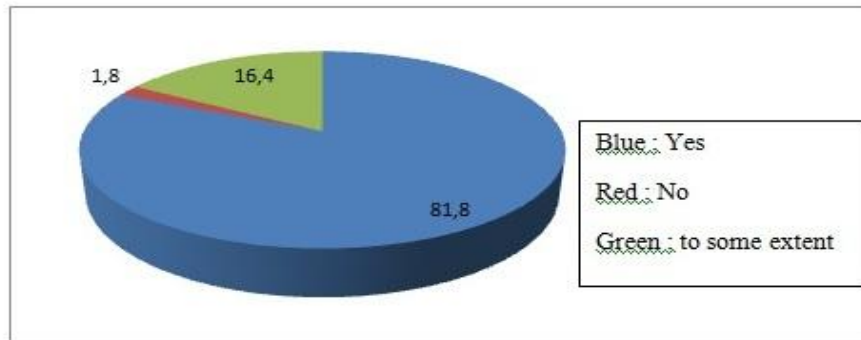

Fig.04: Does this media increase learners' continuity and enthusiasm for learning, participation and goal achievement?
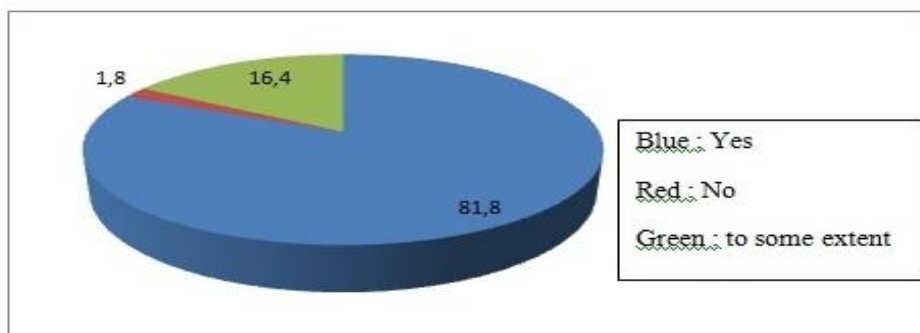

Fig.05: the extent to which teachers agree with the effectiveness of digital media in creating motivation to learn
Following the use of digital media by the teacher:

The lesson becomes more catchy.
These media make it possible to engage and participate in every detail of the lesson.
Achieve interactive and active learning.
Achieve equal opportunities among learners, especially those with learning difficulties.
Increase learner motivation and motivate them to track lesson progress.
And after presenting the results of the hypotheses obtained after the successive analytical studies of the statistical data carried out in the analytical part, we can stop on general results according to which the digital media contribute to increase the motivation of the learners towards learning and motivate them more to continue the pedagogical path In addition to achieving pedagogical effectiveness, which involves the participation of learners and their interaction with educational content presented in digital, audiovisual form in the material studied, and the improvement of their level of education , she was one of the first to call for the adoption of technologies of the means and tools in the classroom in order to stimulate the motivation of the learners and to motivate them more to learn and to enrich their answers by providing a set of stimuli in order to ensure the continuity of this educational act, moreover In the sixties, Skinner expressed the passage from the use of machines and technology during the teaching process to their use in order to improve behavior desired by the learner.

V.   Conclusion:

As my article is an attempt to investigate some of the responses that surround the use of digital media for the child in the education system, and to attribute much of the need and importance of the use of digital media in the educational process, so that the child will be creative and open to everything that is new in the field of technology.[10]

The equation between education and renewal is a fundamental requirement that the school places today among its major priorities in order to achieve pedagogical efficiency through it, and one of the mechanisms of this requirement is the integration of technology into the education (digital media) because it has become a given objective that imposes itself on the educational institution due to the profound transformations and successive revolutions of technology and communication, Thus, it becomes an educational strategy in the field of pedagogical renewal and an educational phenomenon that realizes the foundations of the education system and its pedagogy and cognitive goals, and embraces the real classroom interaction between teacher and learner [11].

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