

Václav Tvarůžka, Elżbieta Mastalerz

The Clip as a Phenomenon of Present Education

In last years there became to infiltrate interactive boards into primary schools and they influenced education together with Internet.

Pupils are overloaded by very concrete illustrative nature and it gets into extreme graphical or auditive position. The problem of such illustrative nature is that this nature is just virtual nature. There become to dominate "a clip perception of the world". There can be showed a little of this and a little of that and this is the world. The world of clips and the world very simplified. We can watch the fact that the structure is changing on decreasing tendency of demands for cognitive dimension of memorization. More and more information are looked for on Internet. In practice we meet a situation where pupil or student – i.e. during studying of eco systems – mentions internet source of information and not his or her own investigation in a concrete biotope and many findings aren't based by facts and own experience. Although virtual internet world make a lot of events available, distant places, events "where isn't possible to be for common people", there is necessary to notice that there is growing simplifying of problems and their trivialization. The principle of illustrative nature becomes just a fiction. The subject Practical Activities gets a new dimension for development of a child and it enables direct confrontation of virtual pictorial message with practical procedural activity.

Professor Umberto Eco belongs to important thinkers who can capture problems of present conception of media and handing down of knowledge. In his reflection about changes in the area of education with Internet and visual communication he mentioned very interesting finding [3]: "School system should return to the principle of the Renaissance workroom. Masters didn't have to be able to explain to students why their painting is good – from the theoretic point of view, but they did it by more practical ways. Look – your finger can look like this, but correctly it has to look like that. Look, this is the right combination of colours. And equally should be worked with Internet. The teacher should say: Choose some old theme as from German history as the life of insect. Search twenty five various web pages and by their comparison try to decide which of them has the right information. If ten pages

The visual clip – in order to be useful in education – requires verbal comment of the teacher or finding other additional information. The role of the teacher in such education is different than in classical education. The teacher is as a reviewer there and an advisor of the pupil who perceive the visual clip primarily from the post of his pre-concepts. It is necessary to point out that there exist visual clips that use film tricks and twist the truth. In that case it is not possible to speak about copying mistakes of others. In that case it is presentation of calculated false information. It is on the teacher to be able to find information that enable to correct false attitudes. This way of education leads to developing of critical thinking, which is needed from the point of view of education of the man.

The other direction of the research we focused on finding of suitable categorization of structures of the educational clip. We have used taxonomic tables (2) for categorization. We did pre-research to check possibilities of diagnostics of effectiveness of individual structures and their preferences among teachers of primary school.

In our pre-research among the teachers of primary school we used questionnaire. In individual items we have found how much and in what subjects or thematic units is used a visual clip. Also we have found in what part of the education is used the clip and what knowledge dimensions are presented by the clip. On the base of evaluation of these questionnaire forms we can present these results.

The teachers of the primary school that have a data projector and an interactive board use visual clips mainly in these subjects – see graphics.

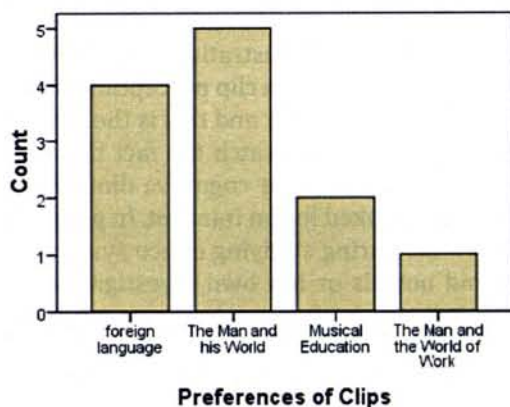


Fig. 1. Frequency of using of educational clips in subjects

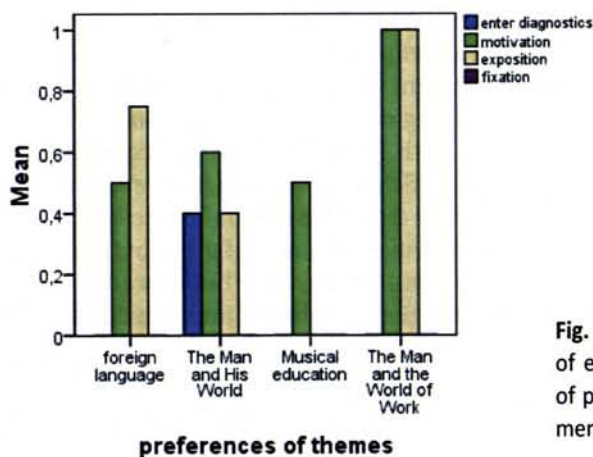


Fig. 2. Characteristics of used structures of educational clips from the point of view of presented knowledge dimensions and dimensions of cognitive processes

a data projector and an interactive board use visual clips mainly in these subjects – see graphics.

Conclusion

Stated pre-research enabled us to verify how is possible to document possibilities of application of educational clips in primary school. Its benefit is in verifying categorization of individual educational clips after innovated taxonomy [1]. Such categorized data are usable mainly as sociometric probe into preferences of application of educational clip by the teacher in education and also as a method that enables deeper analysis of using knowledge dimensions during education.

An education with a visual clip is different to a classical education. A visual clip – in order to be useful in education – needs verbal comment of the teacher or finding another additional information. The role of the teacher in such education is different to a classical education. The teacher behaves as a “reviewer” and consultant of the pupil who perceives from the point of view of his or her pre-concepts. It is necessary to mention that there exist visual clips that use film tricks and twist true. In such situation it is not possible to speak about copying of somebody else’s mistakes. In such case it is presentation of calculated false information. It is on the teacher to be able to find information that enable correct false attitudes. This way of education leads to development of critical thinking which is desirable from the point of view of education of the man.

Literature

- [1] Anderson W., Krathwohl D., *Taxonomy for Learning, Teaching a Assessing*, Longman, New York 2001
- [2] Dostál J., *Interaktivní tabule přínos pro vzdělávání*, Časopis Česká škola (on-line), Vydává Computer Press, Publikováno 28.04.2009
- [3] Eco U., „*Máme rádi inventáře, protože nechceme umřít*“, Literární noviny 2009 (on-line) [cit.2010-03-12] <<http://www.literarky.cz/component/content/article/1664-mameradi-inventae-protoc-nehceme-umitq>>
- [4] Eco U., *Mysl a smysl*, Praha, Knihovna nadace Vize 97, 2000
- [5] Lazarsfeld P., Katz E., *Personal influence: The part played by people in the flow of mass communications*, The Free Press, New York 2005
- [6] Mastalerz E., *Warunki aktywizacji uczniów w edukacji ogólnotechnicznej*, Journal of Technology and Information Education, 2009, Olomouc – EU, Palacký University, Volume 1, Issue 3, s. 29–31
- [7] Starkem M., Cartwright L., *Practices Of Looping An Introduction To Visual Culture*, Oxford University Press (United States), 2009
- [8] Sztokowski R., *Dotyková interaktivní tabule z hlediska žáků základních škol*, [w:] *Technika – Informatyka – Edukacja 2009*, Uniwersytet Rzeszowski, Iwonicz Zdrój 2009
- [9] Sztompka P., *Vizuální sociologie. Fotografie jako výzkumná metoda*, Sociologické nakladatelství, Praha 2007

Obraz multimedialny jako zjawisko we współczesnej edukacji**Streszczenie**

Obraz multimedialny i Internet są od pewnego czasu, powszechnie wykorzystywane w edukacji. W artykule zaprezentowano ich wpływ na uczniów i proces uczenia się oraz zmiany w postawie nauczyciela wywołane pojawieniem się tych mediów. W dalszej części przedstawione jest zastosowanie metod interaktywnych w odniesieniu do przedmiotów nauczanych w szkole podstawowej.

Słowa kluczowe: obraz multimedialny, Internet, szkoła, postawa nauczyciela

Václav Tvarůžka
University of Ostrava
Pedagogical Faculty
Department of Technical and Vocational Education
Českobratrská 16, Ostrava 1. CZ

Elżbieta Mastalerz
Pedagogical University of Cracow
Institut of Technology
Podchorążych 2
30-084 Cracow