Perception-Enhancing Motion-Picture-Aided Teaching

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Objectives

- Transferring knowledge with minimal errors in coding and decoding of meanings.
- Enhancing accurate, easy, and deep learning.

Background

- Processing new information and ideas is a mental activity that accompanies exposure to new information to formulate own conception and beliefs.
- This processing and conceptualization often involve creating mental images of the received and processed knowledge.
- The mental images move and change sequentially when they represent series of events or steps over time.
- Creating these mental images or motion-pictures is based on continuous decoding of series of information delivered by verbal words or textual signals in the traditional educational activities.
- The depth and comprehensiveness of this conceptualization process depends on the learner efforts in creating full sequence of images reflecting the topic.
- Hence, the level of understanding and clarity of the learned knowledge depends on the ability and accuracy of this conceptualization process.
- Frequently, learners face difficulty to formulate an accurate, clear, and comprehensive understanding and perception of the taught idea or concept.
- In these difficult instances, learners will be less likely to engage or learn actively. Therefore, learning will be limited and may not be accurate.

Methods and Results

- Teaching intellectual topic is aided by motion-pictures or videos that decode the textual and verbal information of the taught materials and demonstrate the ideas and concepts accurately, sequentially, and comprehensively.
- Instead of transferring meanings and concepts with words that are coded to transfer the message, information and ideas are presented with their actual or closest reality such as movies for events, pictures for scenes, actions for experiences, and so forth.
- Using motion-pictures should not be limited to maintain learner's attention.
- Highly descriptive, clear, and accurately decoding motion-picture is structured to accurately decode the knowledge transfer.
- The real benefit and purpose are to guide the mind and facilitate creating a clear, accurate, and complete perception of the topic.



Discussion

- Learners' feedback should be considered and always monitored to supplements and refine the learning module.
- Educators create their own mode and variety of motion/picture slides and structure the flow of the educational activity to better pass the thought to the students.
- In response to this students may feel better connected with the topic and may also create new memories with the other students, thus making the topic stick easier.

Challenges

- Students may face initial difficulty in accepting the new approach. However, the final outcome quality should be measured at the end of a full teaching period or course. Meanwhile, measure to facilitate this approach should be considered to minimize this possible difficulty.
- Delivering unusual materials that can not be presented with motion pictures is potentially challenging.
- Educators should have these and other challenges in mind and discuss with the students and encourage them to engage in the approach as it may benefit them everywhere, not only in the classroom.

Conclusions

- A significant window of errors in coding and decoding of information during the knowledge transfer process can be eliminated by motion-picture aided teaching.

References

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