

# Introduction to the Handbook

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## Why this handbook?

Multimedia has always fascinated educationists because of its strengths to communicate difficult concepts in simple ways. With the availability of more and more sophisticated computers with multimedia capabilities, the potentialities to use multimedia have also grown tremendously. In the case of Open and Distance Education, which depends on self-learning materials, the use of multimedia enriches the teaching learning experiences by providing a multi-sensory perspective. While it has been acknowledged that multimedia can be useful in the teaching-learning scenario of both face-to-face and distance learning settings, educators tend to believe that development of multimedia requires knowledge of high-end programming. This is true only partially. Today, with the availability of software like Flash, Director, 3D Studio Max, etc, we can develop multimedia lessons with a little practice of the software. Therefore, you see many highly skilled multimedia designers in the market. But knowledge of the software alone is not enough to prepare a good educational multimedia. In order to be useful to the learner, a multimedia programme design needs to have a sound pedagogical base. This handbook intends to help teachers in understanding the basic concepts of multimedia and various issues involved in the development of educational multimedia.

## Who are the target audience?

As the subtitle of the handbook suggests, the book is meant primarily for teachers who want to develop educational multimedia and therefore we use the term “Teacher-Developers”. The Commonwealth Educational Media Centre for Asia (CEMCA) conducts a large number of workshops on multimedia courseware development. This handbook is also expected to serve as a pre-workshop reading material for the workshop participants.

## What is the scope of the handbook?

Though the handbook has an underlying philosophy of “how to” approach, it is not a manual for developing educational multimedia for any particular software. However, you will find references to some of the useful software in development of educational multimedia. The handbook deals mainly with the conceptual clarity, and tells you what can be done and what can't be done.

## **How is it organized?**

The book is organized in nine sections including the introduction. The remaining eight describe the process of multimedia development from scratch. The following sections constitute the main body of the handbook:

**Section 2:** Multimedia as an Educational Tool

**Section 3:** Hardware and Software for Multimedia Development

**Section 4:** Understanding Our Learners

**Section 5:** Instructional Design for Multimedia

**Section 6:** Scripting for Multimedia

**Section 7:** Development of Multimedia

**Section 8:** Delivery of Multimedia

**Section 9:** Evaluation of Multimedia

## **How to use the handbook?**

You can use this handbook the way you like. We do not prescribe any particular way. However, if you have received this handbook as a participant in any of the upcoming one, we would expect you to come to the workshop after having read the handbook. This will enable you to effectively participate in the deliberations of the workshop. Others can use this handbook either from 'beginning to the end' approach or can use it as a reference handbook and read the specific sections as and when required.

## **Who are behind the development of this handbook?**

This handbook has been developed by CEMCA in a team mode involving many specialists in their respective areas of operations. You can see their names on the credit page. At CEMCA, we will be able to respond to your views and opinions on this handbook via email at <cemca@nda.vsnl.net.in>.

## **What additional support are you looking for?**

After having gone through this handbook, if you need additional support, please do not hesitate to contact us or participate in one of our workshops on Educational Multimedia.

**Editors**