

Chapter II

REVIEW OF RELATED LITERATURE

2.1. Introduction

The phrase review of literature consists of two words, review and literature. The term “review” means to view carefully repeatedly and literature means the knowledge, information related to that field.

The review of the literature in educational Research provides us with the means of getting the information in our particular field of knowledge. Until researcher learnt what are the studies already undertaken and what remains still to be studied, he /she cannot develop a research project that will contribute to further knowledge in our field. Thus, the literature in any field forms the foundation upon which all the future work must be built.

The review of related literature is a key step in the research process. According to Wood and Haber (1995) literature review is an extensive, systematic and critical method reviewing the most important published scholarly literature on a particular topic. The major purpose of reviewing the literature is to determine what has already been done that relates to one’s problem. Another important function of review is that, it points out research strategies, specific procedures, and necessary instruments.

This chapter presents a review of studies on H5P and multimedia.

2.2. Studies related to H5P and multimedia

- **Integration of H5P online learning activities to increase student success**

Sonia Wilkie, Tania McDonald, Ghaith Zakaria, Victoria University, Melbourne, Australia.

The conventional way of providing content through fact-to-face teachers and tutorials to students was no longer suitable for the students' consent. Students' work commitment is low. There is also a need to redesign the curriculum / programme with a template focused on greater teaching and learning accessibility, and allowing students to learn in their own face, location, and mode, a hybrid learning model should be introduced that can integrate online elements to help / or substitute lecture delivery. Materials that encourage students and staff to optimize the reality of campus time. One approach was to provide students with immersive online learning that was engaging to use and empowered students to study at their own speed, location and mode. Tools to develop their operations such as articulate story live, however,

require a high and committed degree of programming expertise and costly license fees for applications. Academics wanted a tool to build (and update) their own interactive online learning resources that would be simple, easy to use and low-cost. The 'H5P' open source tool is an acceptable tool with a wide range of virtual objects that can be used to introduce and include students in a range of activities. H5P has the potential for students and scholars to achieve meaningful outcomes.

- **H5P: A tool for gamifying learning Catherine Rheaume**

H5P is a tool that integrates with Moodle well on the web. H5P helps us to construct a remarkable array of immersive activities, both enticing and enjoyable. It makes it easy for you / us to inject questions into our videos to make them engaging and gives us an ability to create quizzes containing questions of multiple choice, "drag" and "down" style questions, and fill in the blank questions. This open source method, which is combined with Moodle, is an open door to learning games.

It immediately became really important for the instructor to use H5P, which combines with Moodle. Teachers provide their students with enjoyable exercises (including oral exercises that are very helpful in healthy language training and can track the progress of their learners with marks automatically collected by Moodle.

- **Considerations for designing H5P online interactive activities**

Sonia wilkie Ghaith Zakaria, Tania McDonald, Rosemary Borland, Victoria University, Australia.

As a tool for incorporating integrated active interactions, online immersive events are becoming increasingly popular at many universities. The development in technology has ensured that toolkits no longer need content production with experienced digital designers. The power to design and develop their own activities has been given to teachers and educational support personnel. While many people recognised that the technical requirements of the resources need to be recognised, design concepts still need to be acknowledged and appreciated in this paper author's analysis of design values for the production of professional learning activities to prompt constructive learning and facilitate student participation.

A variety of design standards have been defined by scholars for content developers to follow when planning and creating immersive experiences online.

Management of cognitive load:

Design principles for maximizing engagement (checking, self-checking, presenting the information via a variety of methods and modalities, reducing mind wandering).

- **E-learning made easy: using H5P to create Interactive activities for students**

Michelle De Aizpurua, Monash University Australia,

It can be daunting to use emerging technology in education. The new software has curves for steep learning, and it can be difficult to know where to start. However, H5P is a fast and convenient way for online settings, such as Moodle, to create social games or for use in face-to-face teaching. It is a technology that is totally free and accessible and a perfect tool for every degree of skill. Start with something simple (no coding required), then push the boundaries of technology more creatively as you progress. It provides you with a full range of events. There is a massive choice of examples, from quizzes, to games and immersive games, just fill them in and you can then get hands on creating an experience from scratch. In the end, you will have the realistic expertise to start creating more immersive digital content for whatever reason right away.

- **Creating Interactive objects with H5P to spice up online content**

Francois Lizette

Not just the H5P a webcam near a golf game. For immersive material, it is a free open source development environment. H5P related simply to the HTML5 kit. Not very meaningful but to easily construct immersive artefacts that enrich content online. Up to now, there are 36 types of interactive objects that can be generated with H5P, This is a very promising platform including:

- Interactive presentation of content
- Interactive video.
- Audio recording.
- Multiple choice questions.

For each type of content, a template is provided to help you understand how everything works.

- **Teacher perspectives on Integrating ICT into subject teaching; commitment, constraints, caution, and change**

Sara Hennessy, Kenneth Ruthven and Suc Brindley.

This paper has already started to incorporate information and communication technology (ICT) into standard classroom education in English schools for secondary teachers in the core subjects in English, mathematics and science. It builds on an overview of 18 interviews with main topics in focus group agencies. The study resulted in a thematic professional design paradigm about how the systematic use of ICT can facilitate the teaching and learning of subjects. Evident attention to incorporating ICT has been offset by a careful, analytical stance and the organizational impact of external constraints. Teacher accounts illustrated both the use of ICT to strengthen and expand current experience in the classroom, and the shift in new modes of operation that complemented or changed experience. A systematic pedagogical evolution process was evident in the creation and teaching of new techniques for mediating ICT-supported learning directly by teachers. In specific, by concentrating the mind of the student on intrinsic learning aims, they eliminate the potentially obstructive function of any shaped of ICT.

- **An experimental study on the effective use of multimedia in college English teaching**

Jing Liu

This paper attempts to clarify the usefulness of multimedia aided approaches in college English teaching on the basis of scientific study and qualitative analysis. Any experiments appear to have shown that multimedia-assisted approaches can efficiently motivate students to learn English. But the success of this analysis. Do not add to the preceding assertion in a constructive manner. Is multimedia a definite facilitator of English teaching at the college? The paper aims to draw attention to this issue and to provide observations. According to the constructivism principle, knowledge is not taught but is acquired by the learner himself by contracting new knowledge on the basis of old knowledge, in a certain environment, with the aid of others, such as teachers or research partners using certain study tools. Thus, the student should be the teaching core and from this point of view "Student-centered methods" should be used, multi-media-assisted approach will help students learn in this manner, but the test findings allow us to represent the drawback of multimedia-assisted approach in teaching college English. Watching the courseware screen loaded with text, music, graphics, pictures, photos, animation and moving video for a long time is dangerous to the eyes, and after long periods of viewing and sitting, it is possible for students to get exhausted. What's more,

certain students will feel overwhelmed in the face of too much knowledge and will not know what to choose.

Conscious of all the above-mentioned issues, we may also infer that the new multi-media aided teaching approach does not promote a two-way contact environment, a student-oriented classroom, or foster independent learning capacity for students.

- **Application of ICT in English class rooms: A study of the secondary schools in Dhaka**

Sonya Khauom

Today, in nearly all areas of life, including education, ICT (information and communication technology) is used. The use of ICT in education has begun to draw major developments in language learning. The role of ICTs in promoting learning excellence is enormous. Technologies enable students to work more effectively now a few days this study shows that the use of multimedia and the internet has a productive effect on language instruction. It helps to encourage a communicative teaching style, the use of quality resources, and the incorporation of a lot of student attention.

Technology offers a communicative learning atmosphere for languages and improves their knowledge outside of textbooks. By using technology, students are very excited about studying English via technology, inspired to correctly learn language and understand how to use English in real life.