The pedagogical aspects of using multimedia presentations in the classroom: Case study Serbia

# Details

## Year

2019

## DOI

10.5937/nasvas1901107t

## Issued

2019

## Language

English

## Volume

68

## Issue

1

## Start Page

## End Page

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## Type

Journal article

## Journal

Nastava i vaspitanje

## Publisher

Centre for Evaluation in Education and Science (CEON/CEES)

## Place

Belgrade

## Topics

## Sample

The sample consisted of teachers in primary, secondary vocational, and grammar schools in Serbia, who teach subjects that are divided into five groups:
natural sciences, social sciences, technical and technological sciences, arts, and physical education. A random sample for the study was chosen among all elementary schools and three-year and four-year secondary schools across Serbia.
379 respondents participated in the sample, of which 368 completed the questionnaire correctly. Among them were 255 women and 113 men. Such a proportionally small number of men in the sample is a consequence of the employment structure of teachers in Serbia.

## Implications For Educators About

Professional development

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Design principles are essential for future professional development programmes

# Abstract

In the last ten years we have witnessed significant progress within the Serbian education system when it comes to identifying strategies that are closer to European standards. The aim of this paper was to establish the pedagogical aspects of using multimedia presentations in the classroom in Serbia, as well as the factors that influence possible differences in teachers’ views regarding the implementation of multimedia presentations in teaching. The factors that impact and distinguish teacher attitudes were examined within the context of the overall effectiveness of using multimedia presentations as it affects overall student achievement. We took into account the level of training among teachers, their subject or discipline, teacher age and gender. Conclusions are oriented towards training teachers in this area.

# Outcome

"One significant finding from this research is that multimedia presentations are never used by 19% of respondents, but that 81% of teachers in Serbian schools do use multimedia presentations in the classroom" (Tasić, Glušac, Karuović, 2019, p. 119)
"... we can say that the importance of attitudes regarding the effectiveness of applying multimedia presentations on student achievement varies depending on the type of subjects taught, and the age and gender of teachers... we cannot claim with certainty that the kind of training through which teachers gain competence in applying ICT in the classroom affects attitudes regarding the importance and effectiveness of using multimedia presentations where overall student achievement is concerned." (Tasić, Glušac, Karuović, 2019, p. 119)