Multimedia and Textual Reading Comprehension: Multimedia as Personal Learning Environment’s Enriching Format

INTRODUCTION

Video for Autonomous Audiovisual Learning (mainly YouTube)

Visual Reading

Textual Reading

DO ANY DIFFERENCES EXIST BETWEEN WORKING ON STUDENTS' READING COMPREHENSION WITH TEXTUAL MEANS AND WORKING ON IT USING AUDIOVISUAL RESOURCES? WHAT DIFFERENCES BECOME VISIBLE DURING THE PROCESS (EVOLUTION)? IS YOUR BEHAVIOR DIFFERENT WHEN FACED WITH A MULTIMEDIA TEST (EVALUATION)?

4TH GRADE OF ESO 2012/13

A HIGH-SOCIAL-AND-ECONOMIC STANDING PRIVATE SCHOOL

25 STUDENTS WITH WEB-BASED AUDIOVISUAL MATERIALS

25 STUDENTS WITH LANGUAGE AND LITERATURE OXFORD PUBLISHING ALE AND TRAMA SERIES

FIELDWORK

READINGS ASSESSMENT OF BOTH GROUPS

2 SESSMENS MADE DURING THE ACADEMIC YEAR

AN ASSESSMENT TEST WAS MADE AT THE END OF THE ACADEMIC YEAR

DATA ANALYSIS

VARIANCE ANALYSIS (ANOVA) TEST ABOUT REPEATED MEASURES TO EXAMINE THE EVOLUTION IN READING COMPREHENSION SKILLS ACCORDING TO THE METHODOLOGY USED.

TWO MEANS’ COMPARISON (T-TEST) TECHNIQUE FOR INDEPENDENT GROUPS IN ITS PARAMETRIC VERSION (EVALUATION)

AND ONCE THE STUDY HAS BEEN COMPLETED, THE TIME COMES TO DRAW... THE INTRODUCTION OF AN AUDIOVISUAL METHODOLOGY AS OPPOSED TO THE TEXTUAL ONE, IT DOES NOT IMPROVE STUDENTS’ ABILITY TO SUCCEED WHEN IT COMES TO ANSWERING QUESTIONS.

3 - CONCLUSIONS

THE FIRST PART OF A PLE SHOULD CONSEQUENTIALY COMBINE TEXTUAL READING WITH AUDIOVISUAL READING, SINCE THEY FOLLOW SIMILAR MECHANISMS:

MORE ACCURATE LEARNING (EVALUATION)