**TRADITIONAL AND MULTIMEDIA LEARNING THE DIFFERNCE**

**1.MULTIMEDIA LEARNING PROCESS**

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problembased learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.

Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge (Teo & Wong, 2000), problem-based learning is seen as an innovative measure to encourage students to *learn how to learn via real-life problems* (Boud & Feletti, 1999).

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

**2.VARIOUS MULTIMEDIA TOOLS**

 **Multimedia technologies:** computer systems with integrated sound recordings and video recordings.

**Multimedia teaching materials**: educational material, including text, audio, video and animated elements.

**Areas of use:**

* Education using computer technology (scientific and educational or educational sphere);
* Videoencyclopaedia, interactive guides, trainers, situational role-playing games, etc .;
* Informational and advertising service;
* Promotional and entertainment sphere;
* Webcasting;
* Entertainment, games, virtual reality systems;
* Presentation (Showcase advertising) media;
* Military technology;
* Industry and technology (touchscreens);
* Trade;
* In the research area - a digital archives and libraries;
* Medicine: knowledge, methods of operations, drug directories, etc...
* Artificial intelligence;

With the advent of powerful graphics workstations, as well as computers that can not only solve math problems, but also to visualize complex processes on screen, begins a new era in the computer industry. 3D Studio MAX, which, unlike a word processor or spreadsheet, allows you to use visual means to embody the most fantastic ideas and dreams into reality. Computerized three-dimensional modeling, animation and graphics enable a person to release the creative thought of the physical effort, the maximum tuning into the fruit of his creation. There are many areas where the three-dimensional modeling and animation is used. For example, when testing the program 3D Studio MAX users have done a great job, using this program in various fields: from the creation of static and dynamic advertising screensavers for TV channels to disaster simulation and three-dimensional animation. Until recently, the job of creating special effects in film served in special pavilions using physical models, methods clear pictures and expensive optical printers. Now this problem is solved with the help of modern programs. It is not necessary to spend thousands of man-hours to build models, such as dinosaurs, which must then be set on the stage, light, shoot and combine with the other members of the episode. It is enough to put one person at a conventional personal computer to create special effects, creating a complete sense of reality.

**3.MIND MAP**

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map.

Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes.

The key notion behind mind mapping is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, color, even touch and smell play a part in our learning armory will help to recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds.

As the recent research point that any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to picturize the concepts and show the same to the students

**4.TEACHING WITH SENSE OF HUMOUR – “HUMOUR**

**AN EFFECTIVE MEDIUM OF TEACHING”**

Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student.

Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humor is the most effective tool for enhancing recall of advertisements.

It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals’ use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humor lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.