

Review Article

## The Effect of Computers and Means of Communication on Students' Athletic Performance in Physical Training

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**Abstract:** Consequently, the following conclusions could be drawn from the research of the sources provided. Multimedia is a relatively new concept in the teaching and learning process, and different people have given it varied definitions. Some individuals only connect multimedia with computer-based education. But without any doubt it goes beyond this. The word 'multi' in multimedia means 'many', this has a implication that many media are combined together to form one media of teaching and learning which is done through use of the PC [1, 2, 11, 13]. The pc develops into function as the compiler. The other word that would be used is 'interconnection' of different media to form a single medium. This is capable of being talked about in details later. "Multimedia" is a phrase which may be defined as one that is currently popular among educational technologists. Unless its meaning is specified, the term may mean "a wise blend of different mass media including print, audio and video" or it will mean the development of computer technologies that are mass-produced and yet still provide options for individual utilization when it comes to acquiring knowledge. In other words, multimedia combines various forms of learning into an academic device that allows the plurality of approaches to curriculum delivery. "Multimedia is that the enthralling interconnection of hardware and software which allows one to use video, animation, audio, graphics and test resources to create competent presentations for a reasonable desktop". "Multimedia is defined as the system that includes or can include text, pictures, sound, animation and video, of which one or several are structured in some kind of program". Multimedia of today may well be an intricately designed and executed blend of words, graphics, music, texts and visuals, animation and video. as soon as one permits an user or the viewer of a multimedia project to control 'what', 'when' and 'how' of the weather that are being brought and presented then it becomes hypermedia.

**Keywords:** Computers, Means of Communication, Students' Athletic Performance, Training.

## INTRODUCTION

An educator of English in the 21 st century is endowed with a wide range of methods and approaches to teaching English. However, it was not that it was so in most of the cases. Language teachers in this center piece of the twentieth century are reported to have witnessed the birth of systemic thoughts and terms. A more potent portion of questions addressing the fundamental rules and problems of procedure remained unanswered with next to no response. There were no indicators to even suggest that intelligent methods of handling language instructing were in operation. It was only by the 1970S that second/unknown dialect procurement began to build up some sort of basic foundation for itself through its own doing whereby it proclaimed that it belonged to a particular category of sciences. From that point forward the examination review advanced with mind boggling rate which in the present place offers the educators astonishing opportunities to approach and enhance this great asset of data regarding effective instructing of unknown dialects in study hall settings. Currently and also the teachers can also use both traditional and innovative approaches in their classrooms.

As the methods for communication change and advance, it becomes more and more basic that the procedure of educating and experience trading proceeds with to progress and quickens the demonstrating strategies and techniques. The last one of them should be contemporary and relevant. Given this present circumstance a critical assessment of current

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approaches to teaching English seems to be genuine questions that deserve close scrutiny. Also needed in language homerooms in the existing situation is eclectics, which is a mix of techniques that can enable the educators and the understudies to meet their scholarly goals effectively and also allow the process of education to be interesting as well as beneficial.

The principles of the procedure of the teaching of English were justified by a range of well-known scholars and methodologists. A number of researchers including Jonassen, Shaw, Corsini, Blake, Mouton, Horner, McGinley, Brown, Richards and Rodgers Scott, White etc., sowed the seeds of the modern language teaching and ordered the primary approaches to the teaching and described them along with the likelihood for practical realisation. Prator and Celce-Murcia has also established the effective schools of interpretation of sentence structure and the sound techniques of speaking. Leonard Bloomfield and Edward Sapir contributed enormously to the betterment of philosophy whose study brought into the emergence of open and mental approaches towards teaching languages. The strategy of the earlier century was motivated by crafted by such researchers as Fries, Lado, Kitchin, Robinett, Outsider, Pike and by numerous others. Noam Chomsky who in 1957 proved that the innate and behaviorist approaches toward language teaching methods were not correct initiated a new trend in this regard in the whole world. It has become an establishment for present day sees on the study of Educating that his certainty that a student should have an innate disposition toward a specific sort of etymological skill.

Developed by O'MALLEY, CHAMOT and others such approach stressed style consciousness and procedure enhancement to achieve the dominant position in the unknown language. Ringer, Brown, Kumaravadivelu and others have pointed out that the educational patterns in language showing at present make us promote the methodologies whereby the educators can choose particular plans and processes for teaching an unknown language in a given context. They state that the stunning impact was brought by the researchers of the twentieth century on the advancement of procedure according to the presentation of new PC assisted advancements. The names of the accompanying researchers are related with the mechanical advances in language contemplating: Dhaif, Precious stone, Davies, Beatty, Hoven, Storm, Higgins, Jones, Fortescue, Hardisty and Windeatt, Brierley and Kemble, Warschauer, Fuerstenberg *et al.*, The utilitarian value of the exploration for the purpose of the specific occasion unknown dialect procedure is the intention to analyze and observe the newer systemic patterns which are explored by the researcher and methodologist in the any part of the world. Besides, the pressure has been made on the interrelations and reliance of the creative interactive media techniques for depicting English as a distant kind of media with those referred to as old style one.

**Object of Research:** system of teaching foreign languages.

**Subject of Study:** Sub modern media methods for acquisition and display of English as a foreign language.

**Aim of Study:**

The purpose of the work is to delineate what the historical evolution of methodology is like as a vital discipline based on differentiated processes; pinpoint what it is that propels successive methodology substitution and incorporation; define the morphological characteristics of the most contemporary approaches as it applies to the teaching of EFL; categorize, scrutinize, then contrast multimedia methodologies and approaches to learning a Foreign Language.

**Hypothesis of Research:** The mastering of a far off language by students is usually achieved if the way and method of studying and learning is intentional, purposeful and structural; on condition, though, that the recent approaches to teaching language are incorporated into the overall process; if the method of teaching English as a far off language is complemented with an additional system of practical classroom implemented through the effective application of the recent multimedia and internet technologies.

**Objectives of study:**

- In this case the desire appears to make a search in the historical sequence of methods which were used for the foreign language teaching in order to analyze the existing relations between the methods and the changes which take place with time.
- To explore the culture of creation of new learning paradigms.
- To find out the extent of which certain ideas regarding modern approaches in multimedia and Internet technologies in a language class are.

**Methods of Research:** The comparison strategy, which aims to assess the efficacy of various techniques and methods for language learning, and the classification strategy, which includes classifying the traditional and novel approaches to teaching English as a foreign language.

### Scientific Novelty

It is also noticeable that many of the investigations conducted within the sphere of recent foreign language methodology appears to be more pressing now. The presence of so many methods amplifies the problem of classification and the specification of the new concepts in the science. The scholars also document aspects of new developments and how they relate to the more conventional approaches. This work is aimed at helping the teachers and learners in their endeavour for the best method of learning a language and education.

### Practical Value of Research

Subsequently, the findings reached in the framework of scientific research can be used for further elaboration of these issues and should become the starting point of deliberations on improvements concerning the implementation of the studied techniques.

**Structure of Research:** The work comprises introduction, three chapters, conclusion and references section.

### Topicality of the Research

#### 1. A isotonic theoretical synthesis of multimedia methods in teaching English

One of the paragraph's primary goals is to outline the features of using multimedia as a teaching and learning tool for foreign languages and to identify which set of multimedia methodologies can be used in the language acquisition process. The second major goal is to outline the steps that can be taken to teach students how to use multimedia techniques in both classroom and extracurricular settings. We would like to mention a few of the web sites, manuals, and bibliographic files that have been examined: Publication Culture: Guidelines for Good Practice' (The University of Melbourne)

[http://www.unimelb.edu.au/diversity/pdf/CD\\_Publications.pdf](http://www.unimelb.edu.au/diversity/pdf/CD_Publications.pdf)); Faculty Guidebook Optimizing Learning for Students with Specific Disabilities ([http://ds.uoregon.edu/fac\\_guide/fg\\_opt\\_spef.htm](http://ds.uoregon.edu/fac_guide/fg_opt_spef.htm)); NCSU's Copyright Tutorial (<http://www.lib.ncsu.edu/scc/tutorial/basicsintro.html>); Copyright Principles in Action (<http://darkwing.uoregon.edu/~copyrght/>); The CONFU website (U.S. Patent and Trademark Office) (<http://www.uspto.gov/web/offices/dcom/olia/confu/>); The Educational Multimedia Guidelines

(<http://www.uspto.gov/web/offices/dcom/olia/confu/appendix.htm#j>); Christine Sundt's Copyright & Art Issues (<http://darkwing.uoregon.edu/~csundt/copyweb/>); Stanford University Copyright and Fair Use (<http://fairuse.stanford.edu/>); Adobe Photoshop Tutorials ([www.adobe.com/products/tips/photoshop.html](http://www.adobe.com/products/tips/photoshop.html)); Use of Technology in Teaching and Learning: Instructional Technology Group, Yale University (<http://classes.yale.edu/help/itg/itg/examples.html>); Addressing Diverse Learning Styles Through the Use of Multimedia (<http://fie.engrng.pitt.edu/fie95/3a2/3a22/3a22.htm>); Creating, Evaluating, and Selecting Instructional Resources ([http://web.utk.edu/~mccay/apdm/selusing/selusing\\_d.htm](http://web.utk.edu/~mccay/apdm/selusing/selusing_d.htm)); Public Domain / Copyright Free Media (<http://eduscapes.com/tap/topic98.htm>); Picts4Learning (<http://pics.tech4learning.com/>).

The following notable modern scientists' works have also served as the foundation for our investigation: Dorin H., Demmin P. E., Gabel, D., Good T. L., Brophy J. E., Mergel B., Saettler P., Lara J. Ross, Agnew P. W., Kellerman A. S., Meyer J., Boud D., Feletti G., Hofstetter F. T., Jonassen D. H., Peck K. L. and many others.

Thus, the fascinating mix of hardware and software that allows you to combine video, animation, audio, graphics, and test tools to create powerful presentations on a budget-friendly desktop computer is known as multimedia [14]. Definition of multimedia: The term "multimedia" describes a collection of text, images, sound, animation, and video, some or all of which can be used in a program [20]. Today's multimedia, if not a skilfully designed network of text, images, sound, animation, and video. A multimedia project is considered hypermedia if it gives the user, or the audience, control over the "what," "when," and "how" of the weather that will be displayed. Text, graphics, audio, animation, and video are all components of multimedia, any or all of which are included into a single program [20]. A well-designed web of text, images, sound, animation, and video is what today's multimedia is. A multimedia project becomes hypermedia if you give the user, or the spectator, control over the "what," "when," and "how" of the weather that is shown. Therefore multimedia is define more often as an over combination of at least two media forms, say audio, video and graphics, text, animation and etc., where by the benefit the top user derives is many a time more than the benefits or the total of the elements used. Multimedia can be understood as range of various technologies that allow the integration of video and audio media in a different way and for the purpose of communication, entertainment, education and advertisement Multimedia can also be understood as computer technologies Every new PC is a multimedia one as it has a CD ROM or DVD, an audio card and a video card, often built into the motherboard Multimedia also refers to the variety of media devices namely digital video recorders, interactive television sets "The words 'technology' have been exciting from technologia [1, 2].

Some others define it as "The technical means people use to improve their environment this is knowledge of using tools and machines to perform tasks effectively."; "It is used in different ways:" Technology, therefore, refers to

information, professional and technical means, an individual or a human being employs to simplify life and bring out the best out of it [5, 6]”.

Thus, everyone has overused a lot in terms of technology or rather they prefer production education services and the likes Pedagogy seems to be a word distinguished in theory and at other times used only in a day. Another term of the text is also defined formally and informally. Still, such possibilities will be discussed in the scope of the present study as formal academic discourses. It is assistant teachers who make it work and who help the learners in order to obtain the knowledge. They also underwent through some processes in order that they have to fit to guide the learner effectively. These processes that the teacher is under taken through is what is known as ‘teaching’, which is the act of direction or impartation. The ways in which the programmes are implemented are known as ‘pedagogy’. When deciding which strategy to use the teacher must take into consideration the age, background and setting, learning objectives, as well as the content chosen before proceeding to use a given mode of operation.

Since we now understand what multimedia technology is, it is only fitting that we all learn more about it. These are unique occasions, and at this stage, they have been merged into a single phrase! A computer connected to a multimedia projector can display both large and small graphics on a standard white board thanks to multimedia technology. Because of this, let me emphasise how useful multimedia technology is in the classroom.

Fortunately, the following terms used in multimedia for teaching and learning would help a teacher to know how far they are expected to go when producing and using multimedia in teaching and learning: This means that as an educator of technology one has to appreciate all the integrity in multimedia for instruction and learning.

Perhaps the significance of multimedia may well be one of those matters which we have to debate once we have ascertained the meaning and extent of the term ‘multimedia’. Today a person’s body is filled with a number of perceptions and information processing capacities, and the English teachers can make use of the multimedia in order to grab the students’ attention. I think that the variety of the approaches supported both the high pedagogical effect that, in its turn, strengthens learning and simplifies it. Let alone still picture is interpreted by the retina of human eyes, the moving images serve to the method of learning vocabularies and grammar.

The rationale for the utilization multimedia in learning context of a classroom the following; As the part of recent life and the constituents of the image of the world of youth of nowadays multimedia has to be undoubtedly used as an auxiliary tool that promotes people’s brain, raises interest of students and introduces the material, pedagogically valuable in interesting and modern way. The fun element that has been put in place through integration of the other non-textual media makes this course interesting to the students as well as the teacher.

If multimedia is used along with CLIL then multimedia can holds an important position to make integrated learning creative and educative enough. Therefore any lesson that addresses any cultural, historical or geographical region would be certainly advantageous in using visuals, diagrams, aerial views, videos and similar inputs.

However like any other methodological tool multimedia can also have such disadvantages also It should however be noted that there might be a wealth of other disadvantages that can be attributed to multimedia. First and foremost, through multimedia methods needs, technologically enhanced school environment in other it may provide hardware, software, and technical support as and when needed, the standard of computers may also be low, and this may not enable the use of multimedia techniques in their entirety. Apart from that creating multimedia also can be a drag. Teachers are still ahead in making the text based work & might not be academically qualified enough to set the required transforming and improving on the technological skills all alone.

Like in any MMA it may also have other corollary for Internet connection, technical factors and costs. It is very often mentioned that efficient tools means time and thus investments. Through multimedia the learners are able to learn in their perceived time frame. This means that depending on time and rate of absorption learners can learn accord-ingly their own ability. We now know that people learn best at different times just like we have fast and slow assimilation level among them. Once the software is well packaged, the possibility to teach becomes easy making the student not to need the physical touch of the teacher. Regarding this aspect learners get an opportunity to participate actively in the learning process and get the required feedback.

Most often, the learners are the most affected in the process of developing multimedia products. They are the one which determine what should be produced this means they get to fully enjoying the features of the software. This chance provides an opportunity to the learners to learn without having to study under certain environment and time.

With this in mind, it is worthwhile to ask how multimedia is expected by teachers and learners and now fit this into the class room environment. With this we will be able to speculate on why we need multimedia in the classroom.

A graphic Chronological sequence of images on a paper or another surface through drawings, even sketches which depicts the scenes of a program is called Storyboard. However, as will be seen, it is still possible to notice the cases, whereby the terms 'Storyboard'; and 'Script' can be substituted, though perhaps, some disparities between the two terms will be noticed. While the script can be run with no graphics at all the storyboard is constructed with pictures. Preparatory to the preparation of a multimedia script, visual thinking or visualization could be a lot of help. The question as to how a teacher creates a program reminds one of the idea that in every activity the teacher has to undertake a development process and should be in a position to look at some aspects of a particular program for instance content, purpose and the mapping of concepts. Images are hence reflected, modified and also included in the specific entity. The series of images that you shall use need to be semantically related and relevant to scholarly discussions. It is ideal perhaps the drawing of mind map could be thought as one of the helpful aids which can be used by the teachers who do not achieve the desired objectives in integration of multimedia technology.

- 1) Scripting can be considered as a series of activities, and the major steps of script writing seem to be rather complex.: Writing the script is a complicated process that can be seen as a sequence of the following stages:
- 2) The formulation of the idea of the program to be implemented which involves an assessment of the probabilities and costs of multimedia. At this stage the teacher has to answer the question of whether it is really significant to choose multimedia as an instrument in order to accomplish a specific aim.
- 3) Program structure phase at which the teacher outlines the name of the program, purpose of the program and the intended audience of the final program is also at this stage. The importance of the equipment for program development and the problems, which may occur, are considered here.
- 4) Pre-production phase that entails the conception and the plan, perform and conduct research on the concept of the program idea. Introducing the multimedia product is based on the need to meet the needs of the targeted audience. On the issue of content selection, the stage also takes up the responsibility of the expert in reviewing and deciding which graphic tools to apply.
- 5) Viewing of content analysis and selecting the relevant components of content analysis. At the stage when the research has been carried out the data require to be getting sorted and the message that has to be taken to people should have to be given in a particular sequence. The content that is generated should be able to support its elements in a form of audio file, animation, video, text etc through visualization.
- 6) The division of the layout of the web- interface. This stage requires technical and or designer skills to be had by a teacher. It is very important which kind of interface and distribution of the program was chosen because it can influence the future further success as well as organisational system of the final version. The goals, the material used, the level of academic interest addressed, and the different inclination and tendencies of the target market are areas of concern to the developer. There are several tools typical of programme designers in existence at present that can be useful in regard to the stages of program development in question. In this respect, freedom of approach adopted by the teacher enabled him or her realize the highest level of productivity. A layout design is one of the essential principles in modern program development, and it should be as similar as possible in all projects.
- 7) Preparing the storyboard. We can repeat however that such kind of program and its work maybe accompanied by images or shots what in this case was named as storyboard. It is also called to encourage action as it is a blueprint of it. Apart from that it would give a possibility to engage several individuals and have a creation of several elements that will have the same outside facing view.

We would want to add to this the fact that a desired multimedia production would naturally have a solid base of high-quality content, which would then lead to the creation of a great script. This can only imply that a multimedia producer needs to provide the breadth of the course material prior to the final result; else, the final product is likely to be amateurish.

In multimedia production process content together with the script are some of the most important aspects that have to be examined so as to have purposeful production. This will include identification of the topic, behavioural objectives, audience – this apart from identifying the theories or models.

As to the concept, then, it may also be added that there is no Lean production theory, but the theory or theories to be used will depend on the type of knowledge that is to be imparted to the learners. It is therefore not far from the truth to predict that one or even more of the theories are correct.

Teaching leads to content organization that in turn give rise to script writing; this can be done by the subject teacher or by someone else who is familiar with the content knowledge.

However, one also has to understand that it might be possible at occasions to cause more harm than goods, which results from not knowing the right tools needed at a specific production process in order to have a certain end product in

mind. Failure in this case may result in change of the goal, in as much as the final product is concerned, it is important that appropriate tools that enable achievement of the set behavioral objectives is utilized. This is also valid to multimedia production.

In multimedia production, the instruments that are required are mainly people, and machines, which are sometime referred to as a team of a project. A multimedia project team comprise of several people, and that individuals in the team practice in some or all the part of multimedia industry. The above is evidence that indicates that good production of multimedia cannot be done by a single person.

The teacher in this role is the Instructional Designer. In addition to supervising the process of production he oversees all other features to ensure that the needed in education was accomplished [15]. The entire process of creating an educational setting involves the teacher as the instructional designer. He acts as a go-between for the team members and the client, or students. Since multimedia production is typically intended for a large audience, it requires all of the previously listed human resources. The following facilities are required to operate a multimedia classroom:

The major kinds of equipment that are utilized to are classified under Hardware and Software Equipment. The second important factor after Multimedia Factor is the operating system the latter plays an important role in producing multimedia. An operating system is the program that controls other program in a computer such as Linux operating system or Window operating system or an application program for instance Ms-Word. Some of the examples of hardware and software are as follows:

### **Hardware**

1. System devices
2. Memory and Storage devices
3. Input devices
4. Output devices
5. Communication devices

### **System Devices**

1. Microprocessor
2. Motherboard and memory
3. Memory and Storage Devices
4. Hard disk

### **Input Devices**

1. Keyboard
2. Mouse
3. Microphone
3. A digital camera (for still and motion pictures)

### **Output Devices**

1. Printer
2. Amplifier (today, speakers have inbuilt amplifiers)
  1. In addition, the following are also part of hardware to be considered: In addition, the following are also part of hardware to be considered:
  2. Video capture—there is a need for a video capture card. for example if the full motion video is to be captured, the cardboard must be capable of capturing approximately 35 frames per second.
  3. Sound Card for example creative Lab's Sound Blaster it may be a standard sound card.
  4. Multimedia Design Software
  5. Computer Implementation Tools – for example Paint, Corel Draw and such other tools used by painters and artists.
  6. D Modeling and Animation tools – for instance, 3D studio Max which is useful in designing adverts, in creating cartoons' films as well as in the development of multimedia based instructions.
  7. Image Editing tools – for instance Adobe Photoshop and paint shop.
  8. Audio Processing Tools – for example Cool Edit (with this you'll cut, copy and paste). Also in can be used as a recorder for your own Music, voice or the other Audio. Another professional quality sound editing tool is Sound Forge.
  9. Animation Video and Digital Movie Tools for example Adobe Premiere and media shop pro. In addition it can edit video and multimedia movies in AVI as well as MPEG format. Media studio pro also provides the best most attractive of enhanced video, cutting edge editing. Thus the tools to create animations place Macromedia Flash is

that industry standard. In Flash, what is produced is known as a file and this is called a movie. A movie in flash takes very little space in the file system that is why is very popular over the web.

10. Multimedia authoring tools; These are used in arranging, and enabling the overall management of your multimedia project. that's why they're used to develop the layout of the interface for presenting the project to the learner i.e. they are used to build different components to form one layout. the main sorts of authoring tools are: the main sorts of authoring tools are:
11. Page based tools i. e. Visual Basic, Tool book.
12. Examples include icon based authoring tools for instance author ware.
13. Graphic authoring tools for example Macromedia Director polarized between time based and event based authoring tools.
14. Application that is based on object orientated tools for example media forge.

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