"ALL WORK AND NO PLAY MAKES JACK A DULL BOY / ALLOW HIM TO PLAY, TOO, YOUR BEAUTIFUL, SERIOUS SON!"

Miklós Magyar
University of Kaposvár, Csokonai Vitéz Mihály Faculty of Education,
miklos@csoki.csvmtkf.hu

Abstract: In the course of the past one and a half to two years I have been receiving an increasing number of materials from different sources via email as pps, ppt attachments. Regarding their form, content, function and usability, these materials were compiled diversely both in their level of development and quality based on the work and intention of their creators. In 2004, at the Conference in Szeged, Hungary, Katalin Fehér already revealed a similar phenomenon in a different context in her presentation entitled 'Tartalmak a „pad alatt”' (Contents „under the desk”). Images, images with inserted text, audio comments, music, film-like solutions, PR materials in ppt format, animations. What does this somewhat eclectic file-attachment pile have to do with multimedia?

These materials evoke, as it were, the information carriers developed in the heroic age of educational technology in the 1960s and 1970s. In order to modernize education and by leveraging the technical opportunities of the era, a host of experts worked on the utilization of several functions of the overhead projector, on the preparation of the different versions of IVT, on adding sub-titles to visual illustrations, on the creation of the audio slide show (HD), the DIAPORÁMA: their aim was to create a film-like effect and experiments were carried out to make VHS-type video films.

How can similar information carriers, teaching devices be created to solve specific didactical, methodological tasks, pedagogical functions by using Power Point?

The author attempts to give an overview on the solutions elaborated as a result of cooperation between students of cultural management and andragogy. How can ideas, solutions, models be utilized upon the creation of similar and independent works?

Key words: to offer new knowledge, to supplement existing information, comparison, distinction, systematization, motivation, activation, differentiation, media competence, independent creative activity, team work.

“Every activity originates from the character as subject – and – on the level of existence the character is the initial point, the starting point in every given phase” [1]

SZ.L. Rubinstein

1. Introduction

It is a valid question why it is important to talk about the role of play at a multimedia conference. About play, whose appreciation is not unambiguous either in general or in professional circles, despite the fact that according to Friedrich Fröbel “the source of all good lies in playing.”

In terms of pedagogical, andragogical, psychological, social-psychological aspects, the dominant activities of the various stages of human life can be relatively well separated (they are built on one another, leaving room for the other two, preparing continuity):

- In childhood: play
- In studenthood: study
- In adulthood: work.

The title of this presentation may be surprising even from two aspects.
1. When the current, new generation of information carriers, teaching devices emerged they were always treated as some kind of new user-toys by the oppositionals and the skeptics, and games were/are present as key elements in the spread of computer and multimedia application. However, let us not forget about some things.

- “Play is the purest intellectual property of a child” - stated Friedrich Fröbel.
- Playing as a learning activity is key in the socialization of a human being (with different emphasis) throughout life.
- The high demand for computer games and the rapid spread of applications significantly contribute(d) to the technological success and quality change of multimedia development.

Play cannot be omitted either from the pedagogical or from the andragogical processes. The basic relations of a man existing in the world of pedagogy and andragogy remain relatively unchanged, however, his roles constantly change. The facilitation of this is necessary from two sides. A practical side of this is reviewed by Péter Géror in one of his lectures entitled: ‘Az élethelyzethez igazított tanulás pedagógiai gyakorlata’ (‘The pedagogical practice of studying adjusted to life situations’).

How can this seemingly somewhat eclectic pps, ppt pile that is constantly emerging in the electronic environment be used in the training of college students of cultural management and andragogy and in the realization of specific educational objectives? This overview attempts to answer this question.

2. **Educational objectives**

- To strengthen the independence of a person operating in the world of andragogy, pedagogy, to develop his/her activity elements,
- to support the operation of role change emerging in the learning, learning management process,
- to develop media competence.

**Remark:** „media-competent users are capable of:

- managing the information coming from the world of media,
- understanding, processing and judging these pieces of information,
- managing (apply, use, realign, adapt, create, etc.) these media,
- creatively interfering into the media processes,
- keeping up with the (hardware, software) developments through constant information collection and studying.” [2]

The close to 15-year development of multimedia has clearly proved that, as opposed to the former information carriers, we are not talking about one-man developments. As a result of the team work of different experts, the formation of a fetish phenomenon can be avoided while a new quality is being created.

Today, the general dominance of ICT, the modern pedagogical infrastructure available in higher and adult education create the illusion that with the help of the diverse multimedia applications we can find an immediate solution to our knowledge transfer, knowledge acquisition problems and difficulties. However, the story did not start with multimedia.

In the past one and a half to two years, I have received an increasing number of materials from different sources via email as pps, ppt attachments. Regarding their form, content, function and usability, these materials were compiled diversely both in their level of development and quality based on the work, intention of their creators. In 2004, at the Conference in Szeged, Hungary, Katalin Fehér already revealed a similar phenomenon in a different context in her presentation.
entitled "Tartalmak a „pad alatt” (Contents „under the desk”). Images, images with inserted text, audio comments, music, film-like solutions, PR materials in ppt format, animations.

3. Questions:

1. What does this somewhat eclectic file attachment pile have to do with multimedia?

These materials evoke, as it were, the information carriers developed in the heroic age of educational technology in the 1960s, 1970s. In order to modernize education and by leveraging the technical opportunities of the era, a host of experts worked on the utilization of several functions of the overhead projector, on the preparation of the different versions of IVT, on adding subtitles to visual illustrations, on the creation of the audio slide show (HD), the DIAPORAMA: their aim was to create a film-like effect and experiments were carried out to make VHS type video films.

The technological opportunity of multimedia enables system application, as a key element of the fifth generation of study tools.

It is at this point that the program is connected to the eclectic file-piles. Students also encounter similar email attachments on a regular basis. These may be categorized as follows (images and/or with/without text, music):

- Photos of the year, life images
- plants, animals
- images of nature
- country profiles
- good wishes
- words of wisdom
- funny images
- a mix of astounding stories
- other attachments.

As part of the training of students of cultural management and andragogy, there are several opportunities to the targeted use and deployment of Power Point. These may be:

- communication,
- cultural communication
- education technology,
- education planning,
- ICT – multimedia,
- e-learning.

With the involvement of students, information carriers are created that give a specific answer to the following question:

2. How can similar information carriers, study tools be developed to solve specific didactical, methodological tasks, pedagogical functions with Power Point?

We are talking about applications, deployment, creative activity, which assume that the user has computer management skills. Integrated into the preparatory process, there is a strong emphasis on the development of the media competence of students of cultural management and andragogy.

In the first two semesters, students get basic computer training offered to everyone as an obligatory subject. For them, computer management generally equals the use of the Internet (downloading materials, surfing, e-mailing). In order to change this approach, we incorporated special tasks into the practical aspects of their training program - i.e. activities aimed at the processing of seminary topics - which require the use of Word, Excel and Power Point programs. This way we improve their user skills, which also supports the prevention of digital illiteracy.
In parallel with the basic computer training they also study didactics and andragogic didactics. This knowledge is essential for their professional competence. As a result, they are enabled to handle any problem related to didactical tasks, similarly called methods and methodological possibilities, tasks.

The steps of the pedagogical process (the independent creative activity of the student has a dominant role):

- Reviewing the model material and its discussion in a group.
- Topic identification.
- Selecting the purpose of application (didactical task, methodological task).
- Elaboration of a time schedule and work plan.
- Resource research (technical literature, image, music, perhaps text).
- The student makes a recording of his own (image, music, text).
- Solving the technical tasks (in team work, if necessary).
- Presenting the completed material to a group.
- Joint discussion, formulation of corrective proposals, evaluation.
- Making the suggested correction if necessary.
- Submitting the final electronic and word material.

4. In lieu of a summary

One of the important questions for every individual that sets the direction of the learning process - in order to regulate the pedagogical, andragogical process and to achieve the specific objectives set for personality development - is how to strengthen the autonomous activity of students, how to involve them into the creative process. In the program outlined above 19 full time and 23 correspondent, second-year students participated as part of the cultural communication subject, 7 full time, forth-year students were involved as part of the e-learning subject and 53-53 correspondent, third-year students were involved as part of the education planning and e-learning subjects. The hereby reviewed development model is an alternative solution.

Achieved results

- More conscious use of resources and media.
- Autonomous creative activity.
- Individual and community experience.
- The harmony of performance and satisfaction.
- A deeper understanding of the personality: experiencing the „I can do it” feeling.
- The joy of carefree playing (studying).
- A kind of joint play with the participation of adults.

The true success of realization is the successfulness of students. They participate in the solution of every sensible task that carries practical sense for them, in whose performance their interest is ensured and where they are treated as partners (creative partners). We have managed to achieve the development objective.

References