

The Role of Audio Visual Contents on the Development of Education in Bangladesh: A Systematic Review

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Abstract:

Background: The act of communicating with another person is referred to as communication. Information is any written, audiovisual information that conveys knowledge about a new person, place, thing, situation, or environment. To execute this, one needs a sender and a receiver as well as a medium, a message that makes sense, and discussion. Audio-visual digital materials are a vital part of the world's sustainable educational development in this era of technology. **Objectives:** The purpose of this research is to identify how audiovisual materials have impacted Bangladesh's educational advancement. **Methods:** The study's data came from Scopus and Google Scholar, PUBMED articles that were published between 2004 and 2019. To find further studies, the reference lists of all included studies and pertinent systematic reviews were examined. All searches were limited to just human research and the English language. This systematic review was conducted in accordance with PRISMA guidelines. **Results:** The results of 10 studies, selected at random, indicate that more widespread use of audiovisual information might improve technical knowledge, attitudes, and practices in educational advancement as well as reduce all forms of illiteracy in Bangladesh. **Conclusion:** After reading the articles, it was determined that audiovisual content plays a specific role in the educational development, increasing knowledge, attitude, and practice. In-depth research and projects are needed to understand the audio-visual concept's contribution to society.

Keyword: Role, audio-visual contents, education, advancements, Bangladesh.

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Introduction:

Higher educational institutions in Bangladesh are only just beginning to use e-learning, despite the fact that it is now widely recognized as an efficient method of delivering high-quality instruction and ensuring maximum student engagement. Since the beginning of formal education, lectures have been the most popular method of instruction. Its origins date back to the Greeks in the fifth century BC. Through listening, watching, summarizing, and taking notes, students gain knowledge from lectures. Otherwise, lectures as a method of instruction would no longer be used. Often, demonstrations, pictures, or diagrams may accompany spoken communication; they may be presented in a variety of mediums, including the blackboard². When attending a lecture, it is possible to learn information using both the visual and aural senses. In this case, a visual aid might be helpful. AV aids such as a whiteboard or blackboard, an overhead projector, and, more recently, the widely utilized electronic presentation Microsoft Power Point Presentation (PPT) are used to assist the successful lectures. Visual information makes up around 80% of the information we take in via our senses¹⁻⁵. AV aids are now a crucial component of educational activities in every sector of educational institution facilities. Bangladesh is a developing country, and 40.9% of its citizens are considered to be below the poverty line⁶. The literacy rate is 65%, according to the BER assessment report from 2004. Many pupils dropped out of school or are unable to participate in the traditional educational system as a result of this. Open learning and distance learning are potential alternatives for the country's mass education program. The growth of education in the Global South may be significantly aided by mobile technology⁷. According to some theories, one of the fields that is most likely to gain from the widespread use of mobile devices like phones and media players is language acquisition⁸. Many countries of Africa, South Asia, and South America are investing in various information and communications technologies (ICT)-enhanced educational projects. However, there are arguments for and against the deployment of technologies for education in the Global South⁶⁻⁹. The use of certain new technologies by instructors and students without previous training or expertise may influence educational results, according to some evidence from earlier research¹⁰. By integrating mobile technology to improve teaching and learning in English language classrooms in Bangladesh as a means of integrating ICT into various aspects of school-based support systems, the EIA program in Bangladesh aims to significantly improve the teaching of English in all sectors. However, in the last two decades, the government of

Bangladesh took varieties of initiatives to establish a sustainable digital audio-visual teaching-learning process in Bangladesh. The aim of this study is to determine the role of audio visual contents on the development of education in Bangladesh.

Objective

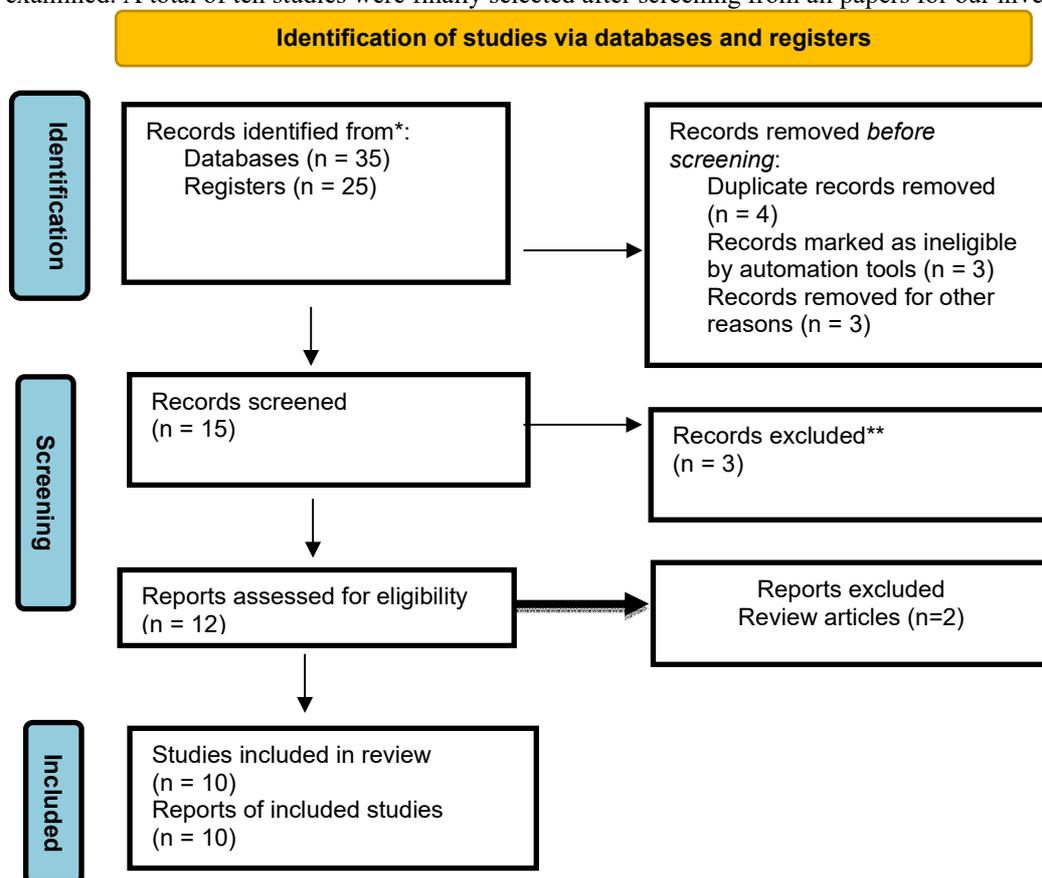
To determine the role of audio visual contents on the development of education in Bangladesh.

Research question:

What is the role of audio visual contents on the development of education in Bangladesh?

Methodology:

An educational development related to audio visual content literature search was conducted. The technique of a sample, intervention, comparisons, and outcome research was employed with a focus on the assessment of educational development. Using keywords from a pertinent issue, a dependable database search was conducted, including PUBMED, Google Scholar, and Scopus. A protocol with clear inclusion and exclusion standards was created. The listed papers' abstracts were reviewed using PRISMA standards. The relevant materials were included and the irrelevant contents were discarded for the research after the homogeneity of the data was examined. A total of ten studies were finally selected after screening from all papers for our investigation.



Results:

Title	Author and Year	Objectives	Methodology	Findings	Recommendations
Distance Education and Open Learning in a Developing Country like Bangladesh: Philosophy and Reality	Sultana, S. A., & Kamal, M. A. (2002) ¹¹	This paper aimed at examining whether there is any gap between the philosophy of the distance education and the reality in the developing countries like Bangladesh and identify the factors lies behind this gap.	The paper started with browsing the existing theories of distance education (DE) and then discusses the distance and open learning scenario of Bangladesh and identify the deficiencies. Then tried to explain the reasons behind these deviations. The paper used primary and secondary data on the educational programmes in Bangladesh, especially of Bangladesh Open University (BOU)	Distance and open learning is now the reality in Bangladesh to enhance the educational level of its inhabitants in general. However, the concern about the quality of the programmes through distance mode is still high. Due to limited availability and access to the modern technology, all required media cannot be used in delivering the courses, which raises the question about the quality of the ODL courses in Bangladesh Open University	Frequent workshop, seminar, discussion, training, etc. may motivate them and enhance coordination among them. Lack of research and evaluation makes BOU programmes very much static and backward as times goes ahead. No improvement is made with the courses. For ensuring quality of the programmes, BOU should emphasize on research and evaluation and regular revision or updating the study materials
Current Status and Prospects for E-learning in the Promotion of Distance Education in Bangladesh	Islam, M. T., & Selim, A. S. M. (2006) ⁹	In this paper, it discussed the current situation and future prospects for e-learning in Bangladesh considering the current trend of ICTs expansion in the country	This study focused on review paper and situations of Bangladesh Open Universities (BOU) and tried to find a result from review papers.	The first institution in Bangladesh to provide higher education through distant learning is Bangladesh Open University (BOU), a public university. There are four goals for the university. Three of these, including increasing access to basic, secondary, and vocational education, particularly in rural areas; improving the quality of education through instructional technology; and bolstering informal and non-formal programs, are all pertinent to basic education. One of these is to meet needs in higher education. The BOU has established more than 800 tutorial centers (TCs), 80 local centers (LCs), and 12 regional resource centers (RRCs) around the nation. A private dual-mode institution called Asian University of Bangladesh has started providing several official academic programs through distant learning in addition to BOU.	Due to recent advancements and government understanding of ICT, Bangladesh now has the chance to embrace e-learning to provide remote education for the majority of its ignorant or less educated citizens. Given the recent growth of ICTs in the nation, BOU might implement various cutting-edge ICTs for its advanced students, such as e-mail, web-based learning (for example, free course wares), and CD-ROM. However, it is advised to do sufficient study on student access, cost, and other relevant, crucial factors before trying to install a sophisticated ICT in BOU.
M-Learning: A Prospective Learning Process of Bangladesh of Today	D. M. S. Sultan, A. H. M. Saiful Islam, M. S. Mahmud, (2008) ¹²	In this paper, it is tried to introduce a new learning system in respect of Bangladesh. Country-spread cellular network has already created a wide opportunity of centralize controlling.	The feasibility of M-Learning in Bangladesh has been analyzed in respect of Nation Wide Coverage of Mobile Service, High Density of Illiteracy in Total Population, Low Higher Education Rate and Enhancing Adult Education Rate due to numerous Advanced technological features in today's digital mobile phone with customizing functionality. In addition, it will also be handy way in distance learning.	This paper relates to conceptualization of literacy efforts, the need for making literacy activities an integral part of a comprehensive vision for informal and adult learning, and the study for providing a strong endorsement to struggle against illiteracy through M-Learning in Bangladesh.	M-Learning can be implemented in every sector of education level as well to enlarge literacy rate drastically by taking the advantage of the widest coverage of today's mobile communication in Bangladesh.
Introducing mobile technology for enhancing teaching and learning in Bangladesh: teacher perspectives	M. Mahruf C. Shohel and Tom Power, (2010) ¹³	The study aimed to focus on mobile technology for enhancing teaching and learning	Through the EIA's "Communicate" strand of the STLP, a mixed-method research approach was used to assess how mobile technology can improve teaching and learning in English-language classrooms in Bangladesh. A questionnaire, classroom observations, semi-structured interviews with teachers and administrators as well as a series of group interviews with students, were all used as part of the research process.	This essay examines the themes that emerged from the experiences of Bangladeshi teachers who participated in the early research and the development phase of a professional development program they were engaged with. An open distance learning program for professional development in English-language teaching, the Secondary Teaching and Learning Program is supported by information and communications technology.	A particularly successful attempt to provide a properly educated, well-supported, and highly motivated teaching staff for the English-language classroom in Bangladesh is the pre-pilot EIA system presently being used in UCEP schools. By putting resources in place through "short term interventions completed by longer term institutionalization and sustainable societal interaction," the EIA project gives cause for optimism that Bangladesh's secondary education sector could be developed from the country's current low quality of teaching.

Title	Author and Year	Objectives	Methodology	Findings	Recommendations
Addressing Impact of Technology in English Language Teaching at Secondary Level Education in Bangladesh	Mallik, P (2020) ¹⁴	investigating the effectiveness, adaptation, and contribution of technology-based ELT in different domains of English language alongside its key challenges at the secondary level education in Bangladesh via analyzing English teachers and learners' responses against it	The data were obtained from 25 randomly chosen secondary schools in Khulna and Dhaka, Bangladesh, using classroom observation, questionnaire, FGD, SGD, and PA, and analysed using IBM SPSS Statistics 20.	Technology combined ELT has a greater impact than ever before on enhancing the teaching-learning environment by establishing an interactive setting and attracting and holding students' attention throughout the lesson. Younger instructors (36-45 years) were more likely than older teachers (56 or older) to like employing these new technologies in ELT lessons. It was shown that students were very motivated to attend ELT sessions utilising multimedia technology since they could envision the subject matter while reading.	According to the majority of respondents (teachers and students), technology is not a luxury but a requirement to enhance the teaching-learning environment at secondary level education (6-10 classes) in Bangladesh, as well as to keep up with the rate of educational progress in wealthy nations.
A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction	Mathew, N. G., & Alidmat, A. O. H. (2013) ¹⁵	The aim of this study was to find out the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia.	A combination of quantitative and qualitative method was used to address and explore research questions. It was felt that EFL students may be more comfortable to express their opinions in writing. A questionnaire was designed to obtain information on the use of audio-visual aids in the EFL classroom.	Findings of the study give insights on EFL students' approach to using technological aids. EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction	A close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting.
Can Mobile Learning Upgrade the Educational Status of Bangladesh: Challenges and Opportunities?	Islam, Md Anwarul, (2016) ⁸	This paper focused on how the learners can use of different learning tools regarding the learning process by using mobile technology in the context of Bangladesh.	A cross-sectional study was designed to collect data from October to December 2015 using a semi-structured questionnaire from the randomly selected study centers along with its learners and tutors separately. The sample size of this study was 615. The questionnaire was divided into 3 sections. A pilot test using a sample of 8 academic staff and 12 learners was conducted to confirm the clarity of the items before the instrument was administered to the sample group.	BOU has developed mobile set compatible memory cards containing e-books and audio-visual materials for the learners. BOU have uploaded near about 400 textbooks in the form of e-books of almost all academic programs. BOU has already developed and installed multiple mobile apps and educational webpage for the learners as learning tools.	It would be a great opportunity for the learners to access their study material and any other queries regarding their learning process by using the student portal from their mobile internet. This is cost-effective and time saving approaches to enhance the teaching and learning process for huge number of learners.
Audio Visual Aids-Quality Use in Lecture Classes of Undergraduate Medical Education in Bangladesh	Haque MS, Talukder MHK (2017) ⁷	This study wanted to observe the situation and quality use of these AV aids in lecture classes. This study also wanted to find out the reasons of use & their suggestions about the improvement of the quality use of different AV aids	This descriptive type of cross sectional study was conducted to explore the use of AV aids in undergraduate medical education in 7 government & 5 non-government medical colleges of Bangladesh by convenient sampling. Sixty (60) lecture classes were observed to estimate the proportion of the uses of different AV aids & to identify the quality use of different types of AV aids by observation checklists.	This descriptive type of cross sectional study was conducted to explore the use of AV aids in undergraduate medical education in 7 government & 5 non-government medical colleges of Bangladesh by convenient sampling. Sixty (60) lecture classes were observed to estimate the proportion of the uses of different AV aids & to identify the quality use of different types of AV aids by observation checklists	Study recommended that use of clean, multi-color and good quality chalk/marker & board/screen are essential for effective teaching learning session. Adequate lighting, AC lecture class/gallery, proper sound systems & training on different AV aids are also needed to standardize the quality use of AV aids in lecture classes.

Title	Author and Year	Objectives	Methodology	Findings	Recommendations
A critical examination of Teach for Bangladesh's Facebook page: 'Social-mediatization' of global education reforms in the 'post-truth' era	Rino Wiseman Adhikary, Bob Lingard and Ian Hardy, (2018) ¹⁶	In this paper, it examined how Teach for Bangladesh (TfB) has utilized Facebook since 2012 in its effort to extend its policy influence and message to young Bangladeshi graduates and local population.	This study have used a combination of social network analysis, content analysis and videological analysis in establishing the argument.	The analyses reveal three ways in which TfB sought to influence these graduates, but also the local government and public, via Facebook. First, it created opportunities for recurrent reading, hearing and seeing the policy in practice as animated by 'stars', 'spectacles', 'glamour' and 'statistics', all of which regularise a sense of heroic bodily feeling-as-vernacularisation. Secondly, it sought to inform and reshape the social imaginary and associated problem imagination of the graduates and locals to whom this message was directed. And thirdly, it involved what might be described as a 'post-truth' way of engagement via the excessive use of emotional stimulus, manifesting an understanding of the affective aspect of policy.	The imagined global uniformity and the isomorphic reform practices that TfB mediatizes can also be investigated from a post-colonial perspective. Such practices can be interrogated by using critical lenses of democratic citizenship, social justice, and human rights, given that these constructs are highly context-bound and culture-sensitive. Most importantly, how children and their teachers understand and process the post-truth element of current media practices is an area that can provide directions in relation to what education can or should do to positively influence such practices.
Use of e-learning at higher educational institutions in Bangladesh: Opportunities and challenges	Md. Fouhad Hossain Sarkar, Rafi Al Mahmud, M. Saiful Islam, Md. Kabirul Islam, (2019) ¹	The purpose of this paper is to critically examine the suitability of implementing effective e-learning through learning management system (LMS) at the tertiary educational institutions in Bangladesh, and how both students and teachers experience and respond to this new learning platform.	This paper is based on the qualitative evaluation of Education 3.0 platform. Primary data were collected from the students using a well-structured survey questionnaire, and the findings of the survey have subsequently been cross-referred and supplemented by non-participatory observations with semi-structured interviews which allowed a better in-depth understanding of the issue at hand	The findings of the study suggest that a majority of the students are found to be highly enthusiastic about the online courses. They are eager to participate and interact in the online platforms, which are somehow limited in the traditional classroom settings. However, there are several institutional, administrative and technical limitations of implementing e-learning in Bangladesh.	It is recommended that better orientation of the users, quality content distribution though user-friendly systems and enhanced asynchronous interaction between the lecturers and students are the key pre-requisites to harness the optimum benefit from e-learning technologies in Bangladesh.

Key findings:

According to the findings of ten research that were chosen at random, more widespread use of audio-visual information may increase technical knowledge, attitude, and practice in educational growth as well as lower Bangladesh's illiteracy in all its forms. In this research, it was particularly noted how audio-visual materials influenced Bangladesh's educational system. It is also possible to assert that audio-visual digital materials have positively influenced the promotion of e-learning and other technologies in Bangladesh as well as the country's educational system since they concurrently aided in the teaching-learning process in that country.

Research Gap:

According to the literature, there are certain research that concentrate on the use of audiovisual learning programs in educational systems, however these studies do not target various educational backgrounds rather than just one specific background. More educational institutions are focusing on cutting-edge technology nowadays, but just a few studies have shown the difficulties that these institutions primarily confront. Bangladesh has relatively limited access to ICT due to economic restrictions. Review showed that many pupils have no access to power, telephone, radio, or television, making the usage of ICT a pipe dream. Another critical issue is the absence of effective coordination in the quality management of e-learning for remote education. Due to Internet unavailability and limited bandwidth, only few students can regularly use the Internet. In terms of quality e-learning for remote education, BOU's higher research and evaluation efforts are quite restricted. However, there are no studies that specifically address the influence of audiovisual media on Bangladesh's educational advancement. Bangladesh. Therefore, further research is needed to determine the role that audiovisual material plays in Bangladesh's other educational development area.

Limitation of the study

A significant limitation was the dearth of pertinent published articles on the contribution of audio-visual content to Bangladesh's educational development.

Discussion:

Field et.al (2004) showed that due to the ongoing focus on reforming multimedia instruction, there has been an increase in recent years in both study and consensus about the advantages of video teaching when it comes to listening courses. According to studies, listening strategies have a "compensatory mechanism," which means that

when learners struggle with listening comprehension due to a lack of language proficiency, they frequently turn to compensatory information like pictures, videos, and text annotations that can be referred to as well as pertinent clues like cultural knowledge, encyclopedic knowledge, and common sense that can be extrapolated from the listener's own experience. Video, used as a listening strategy compensating mechanism, supports the viability and logic of audio-visual integration from several perspectives. In fact, as compared to pure hearing, audio-visual instruction may encourage second language learners to make more use of the top-down listening comprehension mode¹⁷⁻¹⁹.

Out of the ten studies we chose for our analysis, four (40%) had the largest percentage of discussion regarding the role of audio-visual material in Bangladeshi educational development. Six studies explored about the usefulness of e-learning and distance learning in education. The other studies explored about the uses and practices of English languages and the importance of audio visual material in educational institutions. Visual display of knowledge that is even intelligible to a significant portion of the target audience those who, in general, have a limited or nonexistent educational background. The uses of audio visual material in educational development are increasing day by day as the population of Bangladesh are more dependent on the social technology and network in present days than before. The sharing of educational information among population who are not eligible because of different limitations has been regarded as one of the most significant change factors by taking education from these sources of audio visual materials. For people without a formal education, audio-visual transmission of pertinent information is available and can be more useful for them. Many people think that the educational information broadcast by different networks such as social sites, television has a big impact on Bangladesh's education.

Conclusion:

The development of supersonic technologies is now taking place. All sectors of educational development and its activities heavily rely on technology. In this era of science, technology, and the internet, it is important to assess how audiovisual content affects Bangladesh's education in order to take the appropriate measures toward achieving sustainable development in Bangladesh. After reading the paper, it was discovered that audio visual material has a specific function in Bangladesh's educational institutions as well as other educational sectors. To fully understand the audio-visual notion and its contribution to society, further research and projects are needed.

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