Multimedia in social work education: An in-depth exploration of current practices and challenges in Bangladeshi Government Colleges

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ABSTRACT

The purpose of this study was to investigate the current practices, opportunities, and challenges of using multimedia in social work teaching at a government college in Bhola, Bangladesh. Qualitative research methodology was used to get information from the respondents. The data was gathered using three different methods: semi-structured interviews, focus group discussions (FGDs), and classroom observations. The respondents included both faculty and honors-level students from social work backgrounds. Interviews were conducted with two instructors, observations were made in two classes, and ten students took part in two focus group discussions (FGDs). Finally, using a thematic approach, data were analyzed, interpreted, and presented. The study's findings revealed that incorporating multimedia in the classroom makes teaching easier and is beneficial for the students. Students can actively engage in a multimedia classroom, which often inspires them to study. People perceive multimedia-based classes to be more structured than traditional teaching methods. Conversely, the research shows that the social work classes are deficient in the essential resources, infrastructure, and funding required for effective functioning. The study was self-funded, completed within a short timeframe, and conducted during the global outbreak of the Corona pandemic. The study's implication was that it helped the researcher explore the current scenario of using multimedia for teaching social work in the context of government college education in Bangladesh.

INTRODUCTION

Background of the study

The use of multimedia in education increases students' learning capability (Islam, 2020). Students receive several supportive materials from multimedia-based teaching and learning. In teaching and learning, the use of multimedia is different that encourages learners to create their own expertise (Sousa, Richter & Nel, 2017). The multimedia system of classes makes lessons enjoyable and comprehensible. Teachers can incorporate blended text, images, animation and other media into one package using multimedia to obtain specific learning outcomes (Yamauchi, 2008). Now a days, In Social Work classes, the use of multimedia can play a vital role. Multimedia can make the most meaningful contribution to the students of the Social Work classes. It can create new ways to increase

the quality of teaching, learning and academic facilities. It also helps to develop the academic success of social work students at my college. In learning environments, multimedia produces audio-visual effects. Since this was feasible, creative Social Work instructors have integrated pictures, texts, audios, and videos into the course to expand and animate the teaching (Ballantyne, 2008). The researcher wants to emphasize on this issue, therefore, to find out the promising benefits in government colleges in Bangladesh using multimedia for the teaching of Social Work courses.

Problem statement

In recent years, multimedia available in classrooms at Bangladeshi government colleges has developed rapidly. In various institutions, among the government colleges, this government has already built 1600 multimedia classrooms and is continuously developing more multimedia-based classrooms (Sultana & Haque, 2018). In addition, the government colleges also formed multimedia classrooms and organize on their own resources internal training or in-house training on the creation of multimedia content for educators. However, it is not clear how many courses of Social Work teachers take with multimedia in the government colleges, whether the exorcism of such material is standard or not. Therefore, this study focuses on multimedia uses for teaching Social Work, particularly undergraduate students of Bhola Government College.

Context

The study background includes primarily a government college in Bangladesh. This research took place in an educational atmosphere and the respondents was the key component of this context. For the reason of COVID-19 pandemic situation, the respondents were chosen by way of convenience sampling. Data was gathered by both teachers and students. Multimedia can play a significant role in enhancing the teaching and learning quality of Social Work courses at my college. Besides the conventional methods teachers of my colleges in the different disciplines take their classes with the help of multimedia. Multimedia classes offer them additional benefits for computer content-based lessons.

By advancing modern technology-based teaching approaches, conventional learning strategies have become less successful. Also, in the certain areas of teaching and learning, contemporary education system suffers certain obstacles. Educators try to use the latest innovations of technology in the field of education to confront those obstacles (Aloraini, 2012). The techniques of teaching and the materials have improved significantly in recent years. In the area of education, especially teaching and learning, technology has been extensively used and completely transformed. Technology aims at creating new ways of teaching and learning composed of modern ideas (Neo & Neo, 2004). It seems like both educators and learners support the introduction of technology in teaching and learning. So, the use of multimedia in education sector is such a part of the use of education technologies.

Rational behind the study

Multimedia Instructional approach allows basic text in several ways to gain students' interest to improve their learning outcomes (Lee, Hsiao & Ho, 2014). It is no longer possible to refuse the use of multimedia in class. Multimedia would encourage educators to give students more opportunities to enjoy themselves during the class (Joshi, 2012). The study mentioned that conventional classrooms have various environments than multimedia classrooms. All the equipment's are accessible in multimedia classrooms which helps the students to feel comfortable at their classes. In addition, they may also shift the furniture around for conversation in groups.

Bangladesh government is currently encouraging multimedia classrooms as one of the benchmarks for making 'digital Bangladesh' in various tires of education systems. Multimedia efficacy

in teaching and learning has been studied in several respects. Rare research is undertaken in Bangladesh, however, on the use of multimedia for teaching Social Work students. Therefore, using multimedia for teaching Social Work in government colleges in Bangladesh has been chosen as the focus of the analysis to find out the promising advantages. Furthermore, it is linked to Bangladeshi college education, and it represents a priority for choosing this issue.

Research objectives and the research questions

The study's comprehensive objectives are "To know the use of multimedia for teaching Social Work in Bangladeshi Government Colleges". The specific objectives of the study are a) To explore the current practice of teaching Social Work in Government Colleges; b) To find out how multimedia is used teaching Social Work in Government Colleges and c) To find out the positive effects and challenges of using Multimedia in Social Work Classes.

The study will be carried out by addressing the following research Questions-

1. How is Social Work being taught in government colleges?
2. How can Multimedia be used in Social Work Classes?
3. What are the opportunities and challenges of teaching Social Work with multimedia?

Significance of the study

The innovative reforms brought on by ICT (Information and Communication Technology) have inspired instructors to incorporate multimedia into the learning and teaching process (Tan, Kwok, Neo, & Neo, 2010). Technology provides an opportunity for students and instructors to interact with each other around the world. In government colleges in Bangladesh, the use of multimedia by educators in classroom teaching faces some initial problems. These initial problems will be addressed by the findings of this analysis. Also, the results would suggest that the policy makers develop some policy on the implementation of teaching focused on multimedia in Bangladeshi colleges. Teachers would benefit from adapting their teaching practices and implementing innovative technology-based solutions. Moreover, the results of the analysis educate the teachers about their methods of teaching instruction, so they can improve themselves. The findings are intended to provide researchers with additional knowledge on this issue.

Limitations

This study has certain constraints as well as others. It was undertaken just at single academic department of the Bhola Government College, which may not reflect the entire scenario of all the other Government Colleges in Bangladesh. Furthermore, as in other countries of the world, the corona pandemic is widespread in Bangladesh. It can build some problems that are very difficult to overcome. The estimated time to complete this analysis is not enough. But these limitations would not impact the study results, because the researcher himself worked hard to complete the study on time. Also, I was able to overcome most of the constraints that I faced while conducting this study with the help of my colleagues and my students of my department.

Terminology

Multimedia

Multimedia can be used to characterize many distinct channels as they are combined (Gunawaradhana & Plalaniappens, 2016). They utter that multimedia can be specified in accordance with their common features like text, audio, video, animation and graphics. Multimedia means the mixture of text, audio, pictures, animation, videos and so on (Vaughan & Rogers, 1998). It is also described by their analysis as the combination of image, text, audio, video, animation etc.

Social Work

Social Work is a helping profession and an academic discipline that deals with the individuals, groups and communities. Farley, Smith and Boyle (2006) describes Social Work as an art, a science, a career which allows people fix individuals, groups (particularly families) and community issues and fulfil personal, group and community connections through Social Work practise.

LITERATURE REVIEW

Overview of Literature review

Technology in the classroom is also commonly used to develop and strengthen teaching and learning (Duhaney & Zemel, 2000). Also, the availability of modern information technologies leads to various developments in classroom activities. Major study is carried out on the usefulness of multimedia in the classrooms. A small study exists that explores the role of multimedia in teaching social work from the context of government college students of Bangladesh. However, some research findings related to the subject of the study have been objectively examined this section.

Multimedia as a teaching tool

Multimedia is a mix of text, graphics, animations, audio and video that we can watch and listen every day (Vaughan, 2006). According to Singh (2007), In making, storing and experiencing multimedia content, multimedia often applies to the use of computer technology. Multimedia described by Gunawardhana & Palaniappan from a new perspective, "So many media components are merged to achieve fruitful effects for the end user" (Gunawardhana & Palaniappan, 2016, p. 1). Students use brainstorming tools for idea mapping (for example Inspiration). They also use to document and generate maps using a table or graphing calculator. Students check their hands and import photos to PowerPoint for a fingerprint demonstration. So, multimedia is a mixture of different forms of visual media including text, pictures, sound and video, into an integrated immersive multi-sensory program or display for delivering a message and knowledge to a viewer.

In education, the use of multimedia plays a key role, extending from primary to tertiary level. Moreover, using multimedia in education makes the lessons more understandable and relaxed. Most scholars have reached to a related point as regards the features that multimedia as a teaching and learning medium allows to create and display knowledge in a few ways, including text, sound, graphics, images, animations, etc. Multimedia provides a wide variety of learning experience to help students, taking their learning in multiple ways into consideration rather than following the linear path (Prickett, 1992). It now is a limitless opportunity to carry out multimedia in evolving educational and learning output. Multimedia education has shown to be genuine to include certain lesson planning techniques and processes to help teachers with greater simulation and representation (Udim & Etim 2016). Multimedia produces innovative teaching methods in the classroom and a new technologically based proactive tool for the extension of ideas and thoughts for teaching and learning (Islam, 2020).

Role of Multimedia in Classroom Learning

Worldwide scholars have concluded that the use of multimedia in classrooms has an undeniable advantage. Multimedia allows students to fully involve themselves, improve their knowledge and skills and clarify their views in a creative manner. In Malaysian higher education institutions, multimedia technology in classroom has become more common in inspiring learners to learn effectively (Neo & Neo, 2004). In the multimedia classroom, students are encouraged to articulate their own ideas in a more dynamic manner. Educators can also demonstrate their lessons in a creative manner more flexibly. Dai and Fan (2012) have found several benefits of teaching in multimedia over conventional

methods of teaching. It helps educators to learn innovative teaching methods that improve the standard of teaching. But it stresses educators, as they must provide additional time and commitment to produce quality content. Even though it offers a supportive learning atmosphere for students to escape their discomfort and exhaustion, this also features in Neo & Neo 's work (2004).

Aloraini (2012) carried out an analysis on the role of multimedia in female university students' academic success. The purpose of this study is to explore whether the use of multimedia has any effect on the success of students. The same lecture was given to two groups consisting of twenty in the experimental group and another 20 in the control group of multimedia presentation and conventional forms (discussion) accordingly. After that the researcher carried out the experiments earlier and later the interference. The findings of Aloranis' study demonstrate that multimedia has a significant role to play in the students' learning and is a way of deeper perception on subject matters. Therefore, multimedia obviously has a strong role to play in delivering lessons.

Some challenges, such as large class dimensions, can be addressed by using multimedia in classroom learning. Multimedia content allows students to completely focus their class and inspire them to contribute further (Popovici & Mironov, 2015). Multimedia dramatically increases the effectiveness of education and academic performance for the students. For educators, it encourages them to use multimedia technologies rather than paper-based assessments to inspire pupils to accomplish their tasks and become more involved in the classroom (Stepp-Greany, 2002). Gunawardhana & Palaniappan (2016) tracked down the reason for using classroom multimedia as efficient teaching materials that remove psychological obstacles, improve the quality of teaching, raise the perceptions of students, generate instant feedback, and facilitate tangible cognition.

Nevertheless, there's still another side of the coin. Susskind (2005) has pointed out that Power Point demonstrations is a form of multimedia applications and have little essential effects on the learners' outcomes or on the learning of the classroom. While students think it is more structured and readily understood. Few researchers have found certain multimedia disadvantages. Dai and Fan (2012) have also mentioned few multimedia limitations. First, certain educators are overly dedicated to multimedia. Second, it disregards students' feelings. Third, theory of some classes cannot be described accurately with multimedia, such as an equation, estimation and implementation techniques. Overall research, nevertheless, shows that multimedia plays an important role in classroom teaching and learning.

Effects of multimedia on Social Work Classes

Successful teaching and learning are not possible today without the use of different ICT and virtual pedagogical approaches and developments (Andresen & van den Brink, 2002). For this reasons, ICT and multimedia-supported teaching in all fields, including social work, is more important. Teaching based on PowerPoint presentation increases the learning utility by motivating the imaginary systems of the students (Selimoglu & Arsoy, 2009).

Early advocates for the use of immersive multimedia in the curriculum of social work, Seabury & Maple (1993) focused on using self-learning interactive video disc technologies to educate Social Work exercise, with group work, interview and crisis interference. Assessing users' understanding of the crisis management programs, they identified that most respondents were optimistic about the initiative, thought they had improved their awareness and assumed they were better able to use the crisis theory.

The use of 'advanced multimedia' was contrasted by Hallet & Faria (2006) as an alternative to a discourse to provide knowledge of Social Work and students of speech and language therapy with details. They observed that students remembered more details under the multimedia condition and

expressed a multimedia preference both directly after the lecture and three weeks afterwards. Hansen et al. (2002) published a review on the efficacy of an interactive multimedia CD-ROM intended to educate Social Work and health practitioners about hearing skills. The research showed major improvements in recognizing the educational content for beginner pupils and self-reported improvements in reliance in the application of hearing skills. Students have shared their optimistic feelings regarding the program's helpfulness.

Best practices to overcome the challenges

Smith and Woody (2000) contrasted multimedia and conventional teaching with 80 introductory psychologists. The format for the lecture was supported by overhead transparencies, while the multimedia format was demonstrated by multimedia presentations with videos and images. The multimedia group was weak in the early semester, but by the end of their term it was higher than the conventional group. More specifically, the authors measured the relationship between teaching system and learning style, indicating that multimedia instruction could be more advantageous to visual learners than to those who choose verbal feedback.

From another research, Erwin and Rieppi (1999) provided video clips, animations and keypads on each desk to allow feedback and conversation for students in large lecture halls. Each of three courses was taught by six separate instructors: human growth, abnormal psychology and psychological statistics. While the researchers stated that students studying in multimedia lecture halls scored better on final exams than those enrolled in smaller conventional classes, the diversity of content, educators and course forms could have influenced research controls.

Sultana & Haque (2018) tried to investigate the condition and problems of conducting ICT in classrooms at government colleges in Bangladesh. Data were gathered from 10 educators and 10 pupils through a questionnaire. As far as students' understanding is concerned, they have found that students like engaging in multimedia classes as it allows them to grasp the subject matter quickly. In multimedia classrooms, students can understand easily more than in conventional chalk-board classrooms. Students, however, argued that only certain educators use multimedia, while others do not. Students have reported energy shortages, slow speed of internet, lack of educators proper training, few numbers of multimedia classrooms barriers to daily multimedia use. These results reminded us of the student's view of multimedia technology, but they covered a limited part of the understanding of students.

Ballantyne & Knowles (2007) evaluated the responses of Social Work pupils to a difficulty-based research field the use of multimedia event with the identical children's interests on acquire knowledge from text-based case studies. The research was undertaken by three student groups: two engaged in the Canadian Social Work curriculum, and the other engaged in the Scottish social work curriculum. The self-reported results revealed a favourable opinion of the use of multimedia case scenarios where students both from Scottish and Canadian believe that their education has been greatly changed and the multimedia case created a broader and additional genuine learning sense.

RESEARCH METHODOLOGY

Research design

The study was concerned to find out the promising benefits in government colleges in Bangladesh using multimedia for the teaching of social work courses. The study was qualitative in nature and conducted in three respective form of Interview, FGD and Classroom observation. Fraenkel et al. (1993) mentioned that qualitative analysis is a methodology that focuses on various human

thoughts on circumstances or issues that offers researchers with greater potential to be agile and have less scope of generalization in the implementation of all methods and techniques. Qualitative methodology is assumed to be acceptable as either the researcher or the investigator explores a new area of study or plans to define and theorize key topics (Creswell & Poth, 2016). Moreover, Creswell (2016) mentioned that qualitative approaches for data collection from teachers and pupils would be used as they are essential components of educational environments. In addition, this qualitative design for analysis would give intra-qualitative triangulation the possibility of linking the variables analysed from multiple perspectives and making the results more accurate and truer (Cohen &Manion, 2002).

Research context and Sampling

The field of the study was Bhola Government College, a well-known institution of southern part of Bangladesh. The college was established in 1962 and the number of current teachers is around sixty and the college has six thousand students approximately. Honours and master's degrees are currently offered in sixteen departments of this institution. Social Work department of this institution also has the opportunity for doing honours, master's and preliminary masters respectively. About five hundred students and four teachers are in this department. (www.bholagovtcollege.gov.bd)

The respondents were chosen by convenience sampling from Social Work department of this institution. Data were gathered both from teachers and students because the study would take place in an educational atmosphere and the intended respondents are the primary part of this context. Two teachers were chosen for their age, standard of teaching and student interest in their classes through convenience sampling for the interview. For the reason of COVID-19 pandemic situation, students were selected through convenience sampling considering their availability, academic seniority and knowledge about modern technology. Total number of student respondents were ten for conducting FGD.

Method of data collection

Data was gathered from the respondents of Social Work Department in Bhola Government College through a semi-structured interview, FGD protocol and classroom observation. Because these three techniques in qualitative analysis work together to expose the secret details of each context as complementary approaches (Winchester, 1999). The conversation was recorded by audio recorders between the interviewer and the respondents. During the interview session, I displayed no prejudice to the respondent. Moreover, the permission of the principal to perform the study was also assured. At the time of interview, respondents were assured that the information provided by the respondents would be kept confidential and secret, so that they could provide authentic responses as needed.

Research Instruments

As a research tool, a semi structure interview protocol is used here for conducting Interview and FGD. It is known to be the most momentous and common instruments in social science (Newcomer, Hatry & Wholey, 2015). Interview protocol is a series of open-ended questions decided by the interviewer for conducting an interview with the respondent based on research objectivity (Creswell & Poth, 2016). Semi-structured interviews enable interviewees to share their personal views on the research subject. The respondent will also openly express his opinions in this process and does not obey the questions of the interview tightly. A semi-structured interview provides the interviewer and respondent with the opportunity to explain the matter during the interview, if necessary. For the students and teachers, interview questionnaire was created. The researcher can closely explore the study area with open-ended questionnaire in this procedure.

Method of data analysis

Data was protected by a password in the computer after gathering it from the respondents. After that I manually simulated the audio recordings from Bengali to English and note down what the respondents were said in their interview and FGD discussion. Later, the data were narratively analysed. Based on my research questions, I briefly addressed all questions of the semi-structure interview and FGD protocol. During data processing, direct quotes were often used to demonstrate the truth of the actual situation. General information related to the participant was not disclosed in the written report. The following section shows the data analysis and findings of the study.

FINDINGS

Findings from the Teachers interview

Data were obtained by semi-structured interview protocol in which respondents asked by the researchers through the open-ended questions. One interview protocol was for teachers which is made up ten different questions. For conducting the teachers' interview, these questions were about their thinking of existing teaching method and its difficulties, opportunities and challenges of multimedia-based Social Work classes and learning outcomes of the students.

In the Interview, **T1** uttered,

"He practices traditional teaching method in his classes. Traditional teaching method is comparatively good but sometimes this traditional way of teaching method creates much boringness to the students. He said that multimedia Social Work class is more fruitful than the traditional class. Furthermore, multimedia class also attracts the students more and takes low labour for giving a lecture."

In the Interview, **T2** uttered,

"He practices both traditional and multimedia teaching method in his classes. Existing teaching system is not up to date and any documentary is not shown by the traditional class, he added. Social Work students get more benefits from multimedia class and giving lecture is also be appropriate."
The interesting question was how multimedia is easier than the traditional class for understanding different non-major courses of Social Work. **T1** said, "Traditional method is more convenient to understand the different non-major courses." And **T2** said, "Different data and information of related topics is presented nicely through multimedia class. In this way students also grasp the lesson deeply." Another question was how multimedia class is going to boost the Social Work students. **T1** expressed, "Multimedia can boost up the learning output of the students." And **T2** expressed, "Students get the proper idea about their subjects or topics easily that can help them for acquiring better output.

The most important question was how multimedia class helps to innovate the knowledge of Social Work students. **T1** said," Multimedia works well in developing the latent talents of the students and helps the students break out traditional thinking of learning." And **T2** said, "Various audio-videos awaken the students' thinking power and students will be introduced to new methods and will be able to acquire more knowledge." In the Interview, **T1** also mentioned, "Existing resources is not enough for taking multimedia class. They need specialized multimedia classroom and need adequate financial support and others necessary elements."

In the Interview, **T2** mentioned,

"For conducting multimedia class existing resources is not enough, he also added. They need more infrastructural development to operate a multimedia class. They don't have any projector, even

any sound system in their classes. They also uttered that adequate facilities need to be increased for that."

Findings from the Focus Group Discussion

Based on the research questions, one FGD protocol was constructed for the students. FGD Protocol is also made up of ten questions. There are ten students whom were divided into two groups. Each participant of the group discussed about their given topics and expressed their opinion. One participant wrote down the summary of their discussion about respective topics. In the FGD discussion, students were asked for giving their opinion about existing teaching method, benefits from multimedia Social Work Classes and its challenges and future expectation from multimedia class. First discussed issue was what kind of teaching style is generally being used in their classes. In the FGD discussion, **S1** expressed, "They are taught by traditional teaching method and few multimedia classes. They are pleased with traditional class but sometimes, they feel less attraction on traditional classes." **S6** mentioned, "The two method is practiced here but traditional teaching method is being more used in their classes. In the direct teaching system, students listen like listeners and have less opportunity to ask questions."

Other discussion topic was what about their thinking of using multimedia in Social Work Classes. **S2** said, "Multimedia class can help them understand the content better. It is also possible to easily understand the issues of Social Work by presenting illustration through multimedia. He uttered that learning by showing content can be easily memorized." The important topic was why multimedia class is easier than the traditional class for understanding different Non-major courses and how does multimedia class help to innovate the knowledge of Social Work students.

S7 expressed,

"Non-major courses are easy to learn by heart for them if multimedia class run by these courses. Multimedia-based lecture is very much helpful to understand Statistics, Economics classes. Multimedia class also gives them different knowledge and increases their interest in the classes. So, their learning outcomes are better."

S3 mentioned,

"Different things can be easily learned by watching audios and videos. Many difficult theories are easy to explain through multimedia. It is possible to convey more information so that students are more creative. Multimedia class creates creativity in students and learns to think a new way. He also uttered that more things can be learned in a short time through multimedia."

Another topic was what sorts of challenges are they facing in their traditional classes and what is the view on existing resources for conducting multimedia class in their department. **S4** said, "There is more chaos in the classroom for more students and more time is spent here for managing the class. He also uttered that the students in the back bench in the large class cannot hear and understand properly." **S8** mentioned, "They have only one multimedia class and other two classes need to add multimedia settings. They have a shortage of laptop and desktop and they don't have proper sound system in their classes." **S5** also uttered, "Uninterrupted power supply and financial problems need to be solved. There should be free internet in the class and must supply other accessories."

Findings from the Classroom Observation

One traditional classroom and one online multimedia class were observed for finding more result here. A traditional classroom was observed with the assistance of a respected teacher in the department. The information obtained from the classroom observation is presented here. Classroom Observation Notes indicates, "In the traditional class, direct lecture method has been used here. Teacher driven instructions motivates the students more. When there are a small number of students

in a traditional class, the direct presence of the teacher increases the interaction between them. Discipline has been well maintained due to the small number of students. Traditional classroom management helps students to be punctual. Sometimes, inspirational words from teacher sometimes inspire students."

Some other Notes indicate, "Traditional class makes the students less attracted to their classes. Sometimes students become boring and distracted. There is less interaction between teacher and students. Clear idea about topics is less available. Neither writing nor imagery explained the topic. Students are accustomed to just listening the lecture. There is less tendency to ask questions in the traditional class. Sometimes, nothing is written on the board for any explanation."

Due to the Corona epidemic, Social Work classes are now often taken online through multimedia resources. A multimedia online class is also observed in addition to the traditional conventional class. Classroom Observation Reflective Notes indicates, "Online multimedia class attracts many students. Students grasp the contents of their topics easily by multimedia presentation through online. Students can express their opinions about the class through comments. Online class is taken through text, audio and video with links." Others Observational Notes indicates, "Online multimedia class is mostly recorded so there is no opportunity to add something new when class was going on. Sometimes, it is difficult to see if the speed of internet speed is low. It would be better if the class is longer."

DISCUSSIONS

How is Social Work being taught in government colleges?

This study found that teachers are adopting the conventional one-way lecture approach and multimedia-based teaching approach to educate their Social Work students in tertiary education of Bangladesh. Findings from the Interviews, FGDs and Classroom Observations showed that multimedia instructional lessons are conducted here in an unusual basis. Furthermore, not all classes are taken by using multimedia and this is also backed by Milon & Iqbal (2017) survey results. Participants found that they attended a limited number of multimedia supported courses, which were also identified by Sultana & Haques' (2008) study in the Bangladeshi Government Colleges.

How can Multimedia be used in Social Work Classes?

Findings from the Interviews, FGDs and Classroom Observations indicates that all the participants reported that besides their textbooks, they can acquire additional information about their courses from multimedia classes which are backed by the findings of Sivakumaran, et al. (2012). The respondents found that educators would easily illustrate their non-major courses like Statistics, Computer, Demography, Psychology etc. using texts, images, audios, videos and animations. This perspective gives support to the findings of the analysis of Alorani (2012). The respondents also noticed that the use of multimedia in Social Work classrooms made lessons more exciting and convenient for them. Respondents also found that multimedia contents are the best interpreted and crucial to them and supports the observations of Tan, Kwok, Neo, & Neo (2010). Most of the participants chose multimedia Social Work classes rather than conventional lessons. This statement is consistent with Stepp-Greany's (2002) and Zhang's (2002) observations that multimedia lessons seem to be more structured than conventional teaching methods. Moreover, many participants reported that multimedia focuses on the target of the entire education process that is identified by Yunandami & Gunawan (2012).

What are the opportunities and challenges of teaching Social Work with multimedia?

Findings from the Interviews, FGDs and Classroom Observations showed that the respondents found multimedia content was allowing them to grow their imagination. Most of the students also considered multimedia increased the way of growing cooperation between the educators and the pupils that was consistent with the findings of Sivakumaran 's work, et al. (2012) that multimedia developed the interactions between the pupils and the educators. Most of the participants also agreed that the use of multimedia contents in the classroom motivates them and therefore they can positively participate in class tasks. This perspective is close to the results of previous research performed by Sultana & Haque (2008), Sivakumaran, et al. (2012) and Milon & Iqbal (2017).

Findings from the Interviews, FGDs and Classroom Observations noticed that existing resources is not enough for taking multimedia Social Work classes. This study found that specialized multimedia classroom, adequate financial support and more infrastructural development is needed to operate a multimedia class. Adequate facilities need to be increased for every multimedia classroom such as uninterrupted power supply, free internet facilities, projector and sound system and other accessories. The findings of this study indicate a depiction of the same challenges that represents almost all the government colleges that was the consistent with the findings of Ahmed (2018).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Using multimedia in education enables to improve the current methods of teaching and learning to acquire more knowledge and skills (Sousa, Richter & Nel, 2017). It can be inferred from the discussion that the use of multimedia can facilitate teaching and learning to make Social Work classes more detailed and suitable for the student wisdom (Ballantyne, 2008). The findings from the Interviews and FGDs' have demonstrated that multimedia can be valuable tools for conducting Social Work classes, and while in some situations the conventional approach is effective, but multimedia teaching approaches will be efficient in any situation. To make lessons exciting for pupils, educators around the globe are invigorated to use multimedia technology in the classroom settings (Tan, Kwok, Neo & Neo, 2010). Multimedia technology is also commonly used to develop and enrich education and preparation in classrooms (Duhaney & Zemel, 2000). Educational organizations that use multimedia in day-to-day classroom practices are now taking advantage of this.

The current study tried to detect the use of multimedia technology for teaching Social Work in the government colleges. It has demonstrated that multimedia facilitates the teaching experience to make it beneficial to the students. The findings of the study demonstrate the role of multimedia in making the lessons more exciting and easier to understand. Students can participate effectively in a multimedia classroom that often motivates learning. They also reacted favourably about the potential of digital lessons to broaden interaction between teachers and students. Moreover, it is considered that multimedia-based lessons to be more organized than conventional teaching approaches.

Limitations of the study

This study has certain constraints as well as others. It was undertaken just at single academic department of the Bhola Government College, which may not reflect the entire scenario of all the other Government Colleges in Bangladesh. Furthermore, as in other countries of the world, the corona pandemic is widespread in Bangladesh. It can create some problems that are very difficult to overcome. The estimated time to complete this analysis is not enough. But these limitations would not

impact the study results, because the researcher himself worked hard to complete the study on time. There was a shortage of financial funding, and it was also self-funded study.

Recommendations

Several recommendations are given here based on the findings of the study. Volume of multimedia classrooms must be expanded to learn all Social Work courses through multimedia for each academic year. It is more crucial to ensure uninterrupted supply of electricity and internet facilities for every student. Teachers should be given the proper training to develop better multimedia content for taking their classes effectively (Aloraini, 2012). The shortage of infrastructure within educational institutions is another significant barrier to the use of multimedia to teach social work in Bangladeshi Government Colleges. So, the availability of resources would increase the low application of using multimedia in the classroom that was consistent with the recommendations of Sultana & Hoque's (2018) study. The respondents are only the representative of the Social Work department of Bhola Government college. It may not possible to evaluate the whole scenario of all government colleges in Bangladesh. For this more study is required to examine the use of multimedia for teaching Social Work classes at government colleges. As a concurrent phase, further research should be undertaken on the unexplored pedagogical dimensions of the use of multimedia for teaching Social Work in college education of Bangladesh. Moreover, future research on this issue will pave the way too.

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