BLENDED TEACHING OF HUMAN HEALTH HABITS IN NURSERY CLASSES USING MULTIMEDIA ONLINE VIDEO PLATFORM INSTRUCTIONAL TECHNOLOGIES (MOVPIT) DURING THE PANDEMIC ERA

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Abstract

This paper focuses on blended teaching of human health habits in nursery classes using Multimedia Online Video Platform Instructional Technologies (MOVPIT) to avoid the further spread of COVID-19 in the pandemic era. The purpose is to: close the teaching gap between pre-basic education teachers and nursery classes in the coronavirus era, achieve uninterrupted access to education at home during a lockdown or school closure and enable kids to receive lessons via MOVPIT as if they are watching home videos on YouTube and Adobe Spark Videos in COVID-19 period and tackle the challenges of teaching nursery kids in the pandemic era. It has been observed that the COVID-19 pandemic led to school closures globally, and kids were restricted from going to school in 2020. During our review, the researchers found a missing link between pre- basic education teachers and the nursery classes, whereby children could not be taught effectively during the coronavirus pandemic. This has prompted them to delve into using MOVPIT. As a result, the paper suggests the following: (1)MOVPIT should be used in asynchronous remote teaching-learning encounters at home to provide a relaxed schedule for nursery kids and free to access lesson materials at different hours and locations. (2) Learners determine learning styles to enable parents/ guardians to assist them in effective virtual and hybrid nursery class lessons. (3) Parents can help their children to download lessons from MOVPIT using IPad, Android phones and laptops. Therefore, the Parents Teachers Association (P.T.A.) and the general public should be trained through seminars, workshops, conferences and webinars on how best to employ MOVPIT to assist their children in a pandemic era to attain set curriculum delivery objectives in nursery classes in Nigeria.

Keywords: *Blended-teaching, COVID-19 pandemic, Multimedia-platforms, Curriculum.*

Introduction

Video hosting may serve instructional purposes with the continuous use of technologies and internet facilities in our daily lives. It is used in educational and entertainment industries such as teaching, sports, games, comedy and music (Wainwright, Bingham, & Sicwebu, 2017). The instructional technological revolution of MOVPIT is meant to provide dynamism within the context of educational institutions to meet how future learners can "learn from" and "learn with" multimedia engagements of their teachers' home assignments, classroom activities and regular supervision by parents (Amuda & Ajani, 2021). The application of internet facilities in everyday living via video hosting services to serve many purposes, including instructional ones, is a welcome development. The video combined with the teacher demonstrated that active teaching could serve as Multimedia Online Video Platform Instructional Technologies (MOVPIT) that encourages remote learning by doing. The content lesson may either be user-generated or commercial products (Pare, Trudel, Jaana & Kitsiou, 2015). The ministry of education should endeavour to use this method that can

release recorded video or armature clips of lessons to be used by parents or guardians to facilitate storage and retrieval of previous and ongoing lessons in the form of a Learning Management System (L.M.S.). In this way, parents/ guardians can easily supervise and consistently engage their children or ward while utilising video outlets. It is a creative and innovative instructional technological method of increasing pupils' learning health habits like how to brush teeth, comb their hair and cut long fingers/ toenails during health education classes in the pandemic era.

Additionally, essential lessons like care for the eyes, nose, ear, hands, feet and table manners can be implemented in the nursery classroom using MOVPIT. Children need to be taught how to take care of the human body to form good health habits, and this can be done conveniently and effectively through Adobe Spark Videos or YouTube during the pandemic period. The following examples elucidate this position. The human hair must be washed with clean water and soap whenever it is dirty. Children should be taken to the salon to have their hair barbed when the hair has grown long enough to make it attractive and free from parasites like lice as well as skin diseases such as dandruff or ringworm. The teacher can demonstrate practically using an online video platform how nursery school children can regularly wash their dirty hands with clean water and soap, especially after visiting the toilet, after manual labour, after handshakes with another person and before and after each meal. (Ndu, Ndu, Olarewaju, & Femi, 2012).

Finger and toenails should be kept clean using new razor blades or nail clippers when grown too long to cut them short to avoid harmful microorganisms that can develop between the fingers and toenails. It is imperative to note that human finger/toenails grow nearly every two weeks. Therefore, the need to apply methods of keeping the human body clean to be free from pathogens cannot be overstressed. All these healthy lesson activities can be demonstrated on A.S.V. or YouTube. Also, it is interesting to teach nursery classes about disease-causing organisms known as pathogens, otherwise commonly called germs. Pathogens are mostly microscopic, and we regard them as microbes or microorganisms. Avoidance of diseases or sickness is always better than treatment. As a result, little children need to be taught thoroughly at an early age how to take proper care of their bodies. (Ndu et al., 2012). There are six types of infecting organisms causing many diseases: bacteria, viruses, rickettsiae, fungi, protozoa, and parasitic worms.

This paper argues that nursery children can be provided with concrete demonstration to watch, learn, emulate, and imitate their teachers and parents via multimedia online video platform instructional technologies (MOVPIT) during any pandemic era. Video in education increases learners' attention span, which will help increase achievement if such learners are interested in the textual video material presented. Videos give the flexibility to pause, rewind and skip through to have class discussions or review a particular lesson taught previously or event. YouTube and younger users love Adobe Spark Video (A.S.V.), in which teachers must create shared classroom accounts for kids to use (Egede & Awuja, 2021). Teachers in subject areas other than basic skill acquisitions must emphasise using familiar video content to prop children in nursery classes to learn about their surroundings. Kids always learn many things from their environments; gadgets are everywhere in this digital multimedia age (Fero, 2011). Using multimedia presentations in active instruction via video, film, television, iPad, iPhone, YouTube, apps, Google meet, Facebook room, Moodle, Canvas, and Microsoft team to support kids learning at home motivates them (Egede & Awuja, 2021). Videotape is

perceived to be helpful in motivation, excitement and attention capturing to elicit and monitor kids' responses. It is vital to use recorded videotape if one wishes to practice from such video teacher demonstrated lessons taught previously.

Furthermore, educational psychologists provide a framework for assessing the learner, the learning process, and the learning situation by applying the appropriate instructional methodology. Thus, the blended teaching-learning process combines two or more instructional methodologies to help little kids learn, especially in a pandemic era. The use of multimedia online video platforms is a factor out of several factors which greatly impact the development, growth, and psychological changes in every age, particularly in early childhood. Multimedia active instructional innovative technology can develop meaningful communication learning processes using multimedia outlets like text, photographs, graphics, sound, and animation (Fero, 2011). Cartoon channel telecast programs boost kids' moral and ethical values. Children learn good or bad habits by just watching their several animations. Some parents have complained about a few bad habits and tantrums whereby children have been exposed to negative side effects (Doug, 2022). However, in real-life situations, people experience multimedia's positive or negative side effects. It is critically observed that children, using multimedia gadgets, learn how to memorise poems and rhymes and afterwards recall the topic through mental pictures presented via videos (Ramli, 2013). Mass media propaganda widely exposes a high proportion of significant populations to messages through routine usage of existing media such as television, video, radio, and newspapers. The outcomes of mass media campaigns in the context of various health risk behaviour like the use of tobacco, alcohol and other drugs are often discussed in contemporary society. Indeed, media provide three expert formats for integrative active-instructional innovation, according to Senin (2013) and Onyeagwu (2019). In this regard, knowledge is acquired by cognitive, affective and psychomotor means.

The utility of multimedia is a factor that kids observe, absorb, and react to. Videos and audiovisuals are two forms of multimedia frequently utilised to educate and entertain within and outside the school system. Teachers present several arsenal teaching approaches from their wealth of professional training experiences on how multimedia video coverage can be used to teach children during the pandemic era**.** These experiences range from teaching methods, questioning techniques, practical demonstrations, excursions, field trips, concept mapping, the play-way method, dramatisation, games, sports, and dance to enable learners to take active-learning part to attain effective learning goals. One of the major benefits of using videos is to get nursery children to achieve the set objectives of the school curriculum delivery during any pandemic period.

Multimedia Online Video Platform Instructional Technology (MOVPIT) Used in Nursery Classes

Multimedia can assist little children in learning processes in two possible ways: "learning from" and "learning with". Adobe Spark Video employs an app with instructional video technology of the most exciting mode that nursery children can easily learn by imitation through their constant engagement of teacher's home assignment/classroom activities and regular supervision. Adobe Spark Video Platform has ready-made templates, images, instructional materials and songs to inspire learners to learn. For instance, it exhibits a daily early morning routine of teeth brushing while washing the body first thing in the

morning or the last thing before going to bed to sleep at night. In this way, the teacher can teach the correct method of brushing teeth while demonstrating with one moving the brush up and down with the individual's hand and not from "right to left" or otherwise. (Ajala et al., 2011).

Children learn how to brush their teeth using the Multimedia Online Video Platform Demonstrated Learning Management System (MOVPDLMS), showing the teacher's demonstration. Adobe Spark Video is a video recounting application for iPad and iPhone that was developed by Adobe Systems, which combines motion graphics, audiovisual recording, music, text, and photos to produce a short animated and narrated self-explainer video (Nwajei & Awuja, 2013). The application of YouTube is based on video transcoding technology to enable the video streaming of user-generated content from anywhere on the World Wide Web (www). It becomes possible to implement curriculum and instruction in a flash player based on MPEG-4AVC video with audio that allows video coding format to be uploaded by the teacher. Subsequently, YouTube has become a very popular online video platform that is transforming the "Method of Video Hosting" (M.V.H.) services on the web (Arnold, 2017). Consequently, multimedia online video platforms' utilisation stimulates teaching lessons about Human Health Habits (H.H.H.) in nursery classes to inculcate necessary good health habits at a tender age.

Asynchronous classes offer the freedom to study in a self-paced manner while learners connect with materials, peers, and instructors on their personal timetables. Teachers can issue an order of instructional operations for the learning materials, but learners will have the opportunity to choose how much time to spend in an area. Asynchronous online classes employ forums and message boards to keep a running dialogue among participants to incorporate self-guided lessons, workshops, and shared files (Doug, 2022). It provides a comfortable learning environment. Teachers can post videos or audio files to YouTube and Adobe Spark Video and give lecture notes in addition to posted quizzes to ensure learners follow up by watching or listening to it.

In addition, the discussion boards can be posted on online video platforms to provide kids with an interactive experience and a pace for socialisation for intellectual capacity development (Doug, 2022). The asynchronous teaching mode provides situations whereby classes are run on a more relaxed schedule with learners free to access class materials at different hours and locations. Each of them is tailored towards their interests and learners' learning styles to identify the optimal delivery strategy for the individual. In this research, MOVPIT is proposed to be used during any pandemic era in an asynchronous class teaching for nursery classes to provide parents and guardians with secure access to effective virtual and hybrid nursery class supervision. To eliminate or decrease non-essential in-person interactions among nursery kids in our various schools or adult-to-adult coronavirus transmission in the pandemic era, MOVPIT should be employed in asynchronous remote learning or at-home learning activities.

On the other hand, synchronous learning refers to learning events in in-person training or online teaching with live video. Synchronicity means that an individual is doing something at the same time engaged in learning. Synchronous groups run in actual time with learners and teachers attending from their respective locations. Nwajei & Awuja (2013) posited that the accounting curriculum implementation includes microelectronics and telecommunications

data used in the automatic acquisition, analysis, storage, retrieval, multiplication, management, control, movement, display, and transmission, reception, and interchange of quantitative and qualitative data. The elements of information and communication technology (I.C.T.s) include video, radio, television, information machine, computers and communication technologies. Such equipment comprises phones, fibre-optic cables, facsimile machines and satellites (Doug, 2022).

Telecommunications infrastructure has somehow turned out to be the propulsion force in our communication industries due to its ability to link all I.C.T. elements together irrespective of locations and to provide a converging platform for all, which greatly accelerated the process of globalisation in recent decades. Information and communication technology has continuously in education been connected to greater efficiency, greater productivity and greater educational learning outcomes that automatically changed the narrative of quality of cognitive, creative, and innovative thinking. It is one of the key tools in acquiring instructional processing methodologies and curriculum delivery as it continues to offer increased capacity possibilities for the codification of knowledge of pedagogy around the world (Adeosun, 2010; Larsen & Vincent- Lancrin, 2013).

The authors believe that utilising a Multimedia Online Video Platform of Instructional Technology can give nursery kids a better learning opportunity in a pandemic era. Parents can also take advantage of multimedia online video platforms to help their children learn from videos posted on YouTube and Adobe Spark Videos, as described earlier. For instance, Delta State Learning Management System (DSLMS) was launched in 2020 during coronavirus lockdown to provide state-owned educational institutions with a singular platform for bringing the classroom online by making the course accessible online, including lesson content and assignments plus assessments. With DSLMS, the classroom follows you everywhere you go, especially in secondary and tertiary institutions in Delta State. However, none of the researchers' knowledge has been installed for the nursery classes. The above reason proves the imperativeness of using MOVPIT for nursery school classes in remote teaching and learning undisrupted in any pandemic period.

MOVPIT and Curriculum Delivery Innovation

Globalisation has expanded these days to the farthest corners of the planet, thereby making the world a global village. Users have access to information and can identify whatever information is available, either technically or socially, thus allowing teaching-learning processes to transfer successful policies and programmes. Technology has recently transformed our schools/ homes into smart environments for lighting, cooling, heating, and electrical ventilation innovations, potentially offering desirable choices in every school life, household, community and governmental organisation. As a result of the swift paradigm shift of schooling during the COVID-19 episode, which necessitated school closure globally, China and a few other countries of the world adopted online video platform curriculum delivery, which has evolved curriculum innovation (Egede & Awuja, 2021).

However, no nation in the African continent could cope with the ugly situation of a pandemic due to unpreparedness and underdevelopment. There is a need to picture out true future of African nations through scientific research and innovative thinking. This is to avoid gate-crashing during the educational industry's pandemic in the near future. Advances in information communication technology and increasing interconnectivity across the globe

have the capacity via online video platform (OVP) to link education to various stakeholders by using YouTube and A.S.V. to effect curriculum innovation implementation (Doug, 2022).

Egede & Awuja (2021) stated that more research findings are on the increase globally, thereby making a nation either a powerful producer or consumer of technology of other's efforts. Introducing MOVPIT does not just enable learners to learn in new and exciting ways. However, it provides better chances for them to get more advanced and wider areas of learning materials to lead them to form analytical skills at a tender age (Aguba, 2013). Basic education school children could no longer learn under teachers' guidance due to sudden global school closures and restrictions to stop the widespread COVID-19 pandemic during the lockdown. There was no face-to-face classroom teaching-learning experience during the coronavirus lockdown (Awuja & Samuel, 2021). Pupils who are very much at risk of exclusion from quality education could have been given an opportunity if multimedia online video platforms had been introduced. If many children in lower basic education received no teaching, feedback and interactions from their teachers, then; it would be more difficult, if not impossible, for those in nursery classes to be taught during the pandemic.

Kindergarten education is a kind of education in which government makes provisions for the production and effective utilisation of instructional materials available (Onyeagwu, 2019). Learning and instructional technologies involve multimedia online video platforms in which kids can receive their lessons as if they are watching home videos. When such well-planned and demonstrated lessons are posted on YouTube and Adobe Spark Videos, parents can download the lessons to enable their children to learn from them easily. The earlier our children are introduced to MOVPIT lessons, the better and more rapid positive changes in our instructional technological innovations become. Then, the pressure of rapid technology exposure will no longer adversely affect future curriculum implementers, students, curriculum planners and developers during any pandemic era.

Conclusion

Based on the forgoing systematic analytical review of blended teaching of human health habits in nursery classes above, it can be concluded that uninterrupted access to curriculum delivery during a pandemic era can be achieved using MOVPIT. Kids can receive lessons via MOVPIT as if they are watching home videos on YouTube and A.S.V. the gap between pre-basic education teachers and nursery classes during the coronavirus era can be closed using MOVPIT. Finally, the challenges of teaching nursery kids in the COVID-19 period can be tackled. Hence, it is hereby recommended that:

- MOVPIT should be used in asynchronous remote teaching-learning encounters at home to provide a relaxed schedule for learners free to access class materials at different hours and locations for nursery school children.
- Learners should determine their learning styles/ strategies to enable parents/ guardians to assist them in effective virtual and hybrid nursery class lessons.
- Parents can aid their nursery school children in downloading lessons from MOVPIT via IPad, Android phones, Tablets, and Laptops. Lastly, Parent Teachers Association (P.T.A.) can be trained through seminars, workshops, conferences and webinars on how best to employ MOVPIT to assist their children in a pandemic to attain set curriculum delivery objectives in nursery classes in Nigeria.

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