

Effectiveness of using multimedia content in programming class: a case study

S. Pathiratne^{1*} and P.A.B.H. Amarathunga²

¹Faculty of Computing, ESOF Metro Campus, Sri Lanka, ²Faculty of Business Studies and Finance, Wayamba University, Sri Lanka

**samitha8@yahoo.com*

The Multimedia Content Strategy has promoted learning because it inspires students to take an active role in the cognition process and have better control over their inculcation. Objectives of the present research were comparing mean scores of Programming Accomplishment at pre and post stages of the multimedia content group, comparing the adjusted mean scores on programming accomplishment of the multimedia content group and conventional strategy group by considering pre Programming Accomplishment as covariate and studying the consequence of treatment, gender and their collaboration on programming accomplishment by considering preprogramming accomplishment as covariate. In the experimental process of the present research, one experimental and one control group was composed. The Multimedia Content group as experimental group was edified Programming with the supplement of Multimedia Content, the control group was edified Programming through Orthodox Approach. The design involved three phases: the first stage has involved pre-testing of all the students of two groups on the Programming Accomplishment Test. The second stage of experiment treatment lasted six months. The treatment was comprised of edifying Programming to Undergraduates with Multimedia Content to the experimental group and Orthodox Approach to the control group. During the third stage i.e. post-test stage, the students were post-tested on Accomplishment in Programming just after the treatment so as to determine the Consequence of treatment. Data has been analyzed through correlation analysis and analysis of co- variance (ANCOVA) using statistical package for social sciences (SPSS). Findings of the experiment revealed that students of the Multimedia Content group outperformed the matched students of the Conventional Strategy group. Students who taught through Multimedia Content Strategy learned more than those who taught through Conventional Strategy of teaching. The present study showed that the Multimedia Content improve Accomplishment in Programming significantly higher in comparison to Conventional strategy when groups were matched on Pre-Accomplishment in Programming.

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