Multiple–Multimodal Skills Through Responsive and Responsible Learning:
Audiovisual Media Communications Classifications

Constantinos Nicolaou

https://orcid.org/0000-0002-6737-1653

Aristotle University of Thessaloniki, Greece

EXECUTIVE SUMMARY

This chapter investigates and highlights the multiple-multimodal skills from and through literature review that can be acquired in the educational path using audiovisual media technologies and audiovisual content (henceforth, audiovisual media communications) through technology-enhanced learning perspective. Specifically, an attempt is made to present how audiovisual media communications help both learners and educators to achieve these multiple-multimodal skills under the lens of responsive and responsible learning. The chapter also presents and comments indicative ways in which audiovisual media communications can be used in technology-supported learning environments to support teaching, professional learning, and effective educator-learner communication. Nowadays society is highly visualized and requires all of us, in addition to being receptive to the continual use of audiovisual media communications, to somehow maintain a positive outlook for every emerging cutting-edge innovation, and to possess a plethora of skills in order to survive in this digital technological world.

INTRODUCTION

The current society in which we live in is highly technologically visualized and requires, in addition to the continued use of audiovisual media and communication technologies (audiovisual media technologies from here on), to be receptive and to maintain a positive perspective on any emerging innovation

(Dimoulas et al., 2019, 2014; Matsiola et al., 2015; Nicolaou, 2021a; Sarridis & Nicolaou, 2015). Admittedly, the use and adoption of audiovisual media technologies and audiovisual content (henceforth, audiovisual media communications) are omnipresent in our daily lives due to digital technological advancements. Audiovisual media technology is defined as electronic and technological media/medium possessing both sonic or audio media and visual components (Matsiola et al., 2019; Yeromin, 2020). Audiovisual content, on the other hand, encloses any combination of sound or audio media and/or visual image/picture/photograph (photo/s from here on) with or without filmic/visual texts or even non-linear multimedia and/or hypermedia (Dimoulas et al., 2015; Kalliris et al., 2019, 2014; Kotsakis et al., 2014; Podara et al., 2021).

As already researched and stated in the literature, the use of audio content in the framework of teaching or even learning procedure (henceforth, teaching–learning procedure) is of paramount importance (Nicolaou et al., 2021b), since it can significantly increase oral communication. Particularly, it (a) creates feelings, affects and emotions; as well as (b) activates memory and nostalgia (Nicolaou, 2022c, p. 237). On the other hand, the employment of electronic recording of moving photos (i.e., video content) in the didactic process with responsive and responsible learning provides motivation, repetition, and imitation of activities, thus helping for the development of *receptive skills* and *oral productive skills* or the acquisition of *psychomotor skills* through repeated observation and practice or even through numerous interactive teaching activities (cf. Burton, 2022; Kanellopoulou & Ginnakoulopoulos, 2021; Nicolaou, 2022c, Nicolaou et al., 2019). Additionally, if the use of appropriate Quality of Experience and Learning (QoE/QoL) metrics are considered, the learning outcomes will also be even greater (Kalliris et al., 2014, 2011; Kotsakis et al., 2014).

It is a fact that Audiovisual Media Communications (AMCs) are mostly integrated into education in conjunction with communication features and modern trends, approaches and learning methodology in teaching frameworks. Educators who employ them in teaching frameworks achieve Technology-Enhanced Learning (TEL) in-class or remote teaching (Gordon & Brayshaw, 2014; Matsiola et al., 2019; Nicolaou, 2022a, 2021b). Similarly, they can impart a range of different skills to their learners through their use inside and outside the conventional or online classroom (Chakravarti & Stevenson, 2021; Lorenzo-Lledó et al., 2022; Nicolaou et al., 2021b). This impartation seems to be best achieved through the educational methods of responsive and responsible learning. Although there is an abundance of books or book chapters and/or academic articles in journals about these two educational methods, they have not received the attention they deserve as audiovisual technology-supported educational methods. In the same context, due to the digital technological world that we live in, it is more than ever necessary to consider these methods in relation to both the challenges and the affordances provided by modern and educational merging digital trends and cutting-edge technological communication tools. Overall, digital technological advancements have also brought about a digital transformation in education at all educational levels and disciplines (including adult education and afterschool programs), while AMCs are now an integral part of many curricula (Foutsitzi, 2022; Matsiola et al., 2019; Nicolaou & Kalliris, 2020; Nicolaou et al., 2022; Palioura & Dimoulas, 2022). Likewise, multiple ways of getting educated and modern approaches to traditional teaching methodologies and methods in education have emerged to provide or even develop a range of additional numeracy skills to *pre-existing skills* (e.g., acquired experience and knowledge, background knowledge, etc.) (Nicolaou et al., 2019).

The research purpose of this chapter is to highlight these numerous skills that can be applied (a) primarily through teaching activities implemented to foster responsive and responsible learning; or even (b) within an educational framework in complex technological and digital socio-cultural environments.

Related Content

Text Mining for Business Intelligence
Konstantinos Markellos (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 1947-1956).*
www.irma-international.org/chapter/text-mining-business-intelligence/11086

Supporting Imprecision in Database Systems
Ullas Nambiar (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 1884-1887).*
www.irma-international.org/chapter/supporting-imprecision-database-systems/11076

Direction-Aware Proximity on Graphs
Hanghang Tong, Yehuda Korenand Christos Faloutsos (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 646-653).*
www.irma-international.org/chapter/direction-aware-proximity-graphs/10889

Preparing 21st Century Teachers: Supporting Digital Literacy and Technology Integration in P6 Classrooms
Salika A. Lawrence, Rupam Saran, Tabora Johnsonand Margareth Lafontant (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age (pp. 140-162).*
www.irma-international.org/chapter/preparing-21st-century-teachers/237419

Data Mining for Improving Manufacturing Processes
Lior Rokach (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 417-423).*
www.irma-international.org/chapter/data-mining-improving-manufacturing-processes/10854