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## **THE ROLE OF MULTIMEDIA-BASED-PEDAGOGY IN AFRICAN RENAISSANCE AND SUBSEQUENT DEVELOPMENT: KNOWLEDGE, SKILLS AND COMPETENCES**

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### **Abstract**

**Purpose:** With the advent of internet and social media such as Facebook, WhatsApp, tweeter, and a number of discussion forums, Africans can be easily reached and educated on the values of African renaissance in relation to the development of the African Continent. Multimedia based pedagogy has to do with the use of visuals, audio and audio-visuals in the transmission and development of knowledge, skills and competences. A people cannot be aware if they do not have knowledge (information), they cannot develop without skills and cannot consolidate their development without key competences. Therefore, multimedia-base-pedagogy is a key instrument in the creation of awareness on African renaissance, building of developmental skills, and the reinforcement of competences to consolidate attained development.

**Methods:** In the exploration of the objectives and question of this work, document analysis is the main method employed. The question focuses on the roles played by multimedia-based-pedagogy in developing an African renaissance mind-set that can lead to subsequent development of the continent. This is based on the concepts of knowledge development, skills for African development and competences to consolidate African development. The collections of documents for analysis are within the following categories: Official documents related to knowledge, skills and competences; and Research Studies, and publications.

**Findings:** Multimedia-based-pedagogy has an inevitable role to play in African Renaissance which will lead to subsequent development of the continent. However, the African educators, masses, politicians, scientist, businessmen, and industrialist need knowledge on African renaissance, they need skills that will develop African in all dimensions and they need competences to consolidate the development. At this juncture, they need education but not the traditional classroom type of education.

**Recommendations:** A good number of Africans can be enlighten, trained and equipped with knowledge skills and competences at a cheaper rate without geographical or physical obstacles. And this is where multimedia-based-pedagogy sets in to facilitate and hasten African Renaissance and subsequent development, through the development of knowledge, equipping Africans with skills and competences of African Renaissance and development.

**Key words:** *Multimedia-based-pedagogy, African-renaissance, Knowledge, Skills, Competence*

## 1.0 INTRODUCTION

The world today is said to be a global village and Africa is not left behind. The irony is that Africa has not invested enough to exploit the components of globalization especially technology such as the Information and Communication Technologies (ICTs) to educate Africans on the importance of African renaissance and develop knowledge, skills and competences for the sociocultural, economic and political development of Africa. Wars, embezzlement, corruption, economic stagnation has become the order of the day. “Renaissance” according to Thompson (1995) stands for the period of artistic, cultural, style artistic, architectural, and literal and other revivals between the 14<sup>th</sup> to the 16<sup>th</sup> century. Therefore, renaissance in global context and particularly in African context represent revival that bring fort hope and prosperity. It hold a most cherish vision for a peace, democracy, economy and development oriented, attract investment and trade and eradicate capital flight. African renaissance is a new notion that dates back as far as 1940s with authors and activists such as Cheik Anta Diop, Nkwame Nkrumah, Aimé Césaire and has been seen very important in recent times to project the image of a new Africa where-in its potentials should be harnessed by Africans for Africans to overcome the challenges and obstacles of achieving cultural, scientific, technological and economic revival or restoration (Louw, 2000).

This can only be made possible by creating massive awareness, educating and training African masses using the new technologies available today through a multimedia-based-pedagogy, on the role and ways to exploit African renaissance for African development. According to Vaughan (1993) multimedia also refers to in the training process as educational multimedia, has to do with the combination of different types of media content; such as the combination of text, images, audio, animation, video and content with interactive forms online or offline. He further add that multimedia are materials that are usually recorded and displayed, or played and accessed by information processing devices of which are computerized and electronic devices, which are sometimes use for online or live performance. Pedagogy on the other hand, can be said to determine teacher’s actions, teaching strategies and judgments based on learning theories, learners understanding, interest, needs and background. It also hast to do with instructors interaction with learner or audience and the socio-intellectual environment the instructor or teacher aim to establish (Shulman, 1987). Multimedia-based-pedagogy therefore, represent the use of new technologies especially multimedia technologies such as internet websites, social media, CD-ROMs which produce new materials and resources such as images, audio, video, animation, and audio-visual for education or teaching (Hammer and Kellner, 2000).

ICTs and new technologies are changing not only the educational landscape dramatically but also daily, work and developmental lives of individuals, communities and nations. They have given rise to more forums or mediums for formal, non-formal and informal education. If Pan African and pro African renaissance and development advocates, activists and promoters could sufficiently exploit these new educational forums and mediums to educate Africans and develop skills and competencies that will result in the achievement of African renaissance and subsequent sustainable development becoming a reality in the shortest possible time. In this light, this paper

focuses on *“The role of Multimedia-based-pedagogy in African renaissance and subsequent development: knowledge, skills and competencies”*.

### **1.1 Purpose of the work**

To discuss the role of multimedia-based-pedagogy in African Renaissance and subsequent development

### **1.2 Research questions**

What are the roles played by multimedia-based-pedagogy in developing an African renaissance mind-set that can lead to subsequent development of the continent?

## **2.0 REVIEW OF LITERATURE**

### **2.1. Conceptual Framework**

According to Louw (2000) the Organization for African Unity (OAU) in the 2000s approved the ‘New African Initiative’ which was shortly strongly supported by the richest countries in the world (G8) and committed to develop a detailed plan for African development, this was a major success for the then South African president Thabo Mbeki and his vision of ‘African century’ to be achieved through ‘African renaissance’. President Mbeki came up with the Millennium African Recovery Program (MAP) that was focused on creating stability, reconstructing and developing the African continent. However, this was contradictory because it was still the western countries that were to develop a development plan for Africa, which is why to date African renaissance remain a vision. African renaissance represent the creation of a peaceful Africa, protecting the integrity of the continent and its peoples, developing an agenda centred on the people wellbeing and developing a prosperous Africa (UNESCO, 2015). In the views of Hensbroek (2002) the concept of African renaissance is very challenging because it brings out valuable elements of African life style, ideas and principles that are often than not relegated or ignored. These native cultural resources in Hensbroek opinion are important in building a solid development in Africa based on native roots. African renaissance furthermore, goes beyond development and examine who an African is or should be. Therefore, African masses are supposed to be educated to enable the development of knowledge, skills and competences for African renaissance awareness and subsequent development

Today education through the use of technology is being encouraged, designed, develop and implemented by most establishments and organizations. This is because it creates a new instruction and learning environments which encourage active participation through motivation, shared experiences, and possibilities of repeated practice (Perlman et al. 2005). Furthermore, Kerecsen and Pazdernik (2002) feels that World Wide Web (www) is today enormously rich with educational resources that facilitates instructions and promote learning and is increasing being use in the delivery of course content. This view is fully supported by McEnergy et al. (1995) who accept the possibility of using the interactive component of Web-based instruction to deliver a medical instruction to learners in dispersed geographical locations. It is important to take note that in addition to World Wide Web (WWW) there are a number of social media forums such as Facebook and WhatsApp using internet services that are also used in teaching,

training and educating people dispersed in different geographical locations. These are the forums to be exploited by African renaissance advocates, activist, sympathizers and educators to development knowledge, skills and competences that will make African renaissance and development a success in a relatively short time.

## **2.2 Theoretical Framework**

Constructivist theories are often theories of communication which assume the potential usage of content presented using different process of communication. There are a good number of constructivist theories and they have the following elements in common: learning is seen as an active process, has to do with constructing relationships that are conceptual, it is unique to each individual, make meaning out of experiences and information already acquired. The main ideas were brought up by John Dewey, which is based on the concept that learners individually and socially construct knowledge (Mechlova and Malik, 2012). The internet has made it easy and faster to construct knowledge individually and socially and is supposed to be used to educate Africans on how to develop knowledge, skills and competences based on the philosophy of 'African Renaissance for African development'. Furthermore, in the 1970's Vygotsky came up with the social constructivism theory, which pointed that participation and acquisition were strategies in situations of learning (Vygotsky, 1978). He emphasized teaching in context to make learning meaningful and useful. Multimedia-based-pedagogy is about reaching a good number of Africans from a single point but making learning realistic, meaningful and useful that will lead to African renaissance and subsequent development by using diverse multimedia gadgets. This has been made possible with the existence of internet and its accessories such as social media (Facebook, WhatsApp, Tweeter), that can convene millions of African youths for training without geographically displacing them.

Learning theories of connectivism play a very great role in multimedia-based- pedagogy when it comes to developing knowledge, skills and competences through African Renaissance for African development. Connectivists hold that the existence of knowledge is in the world and not in an individual. They advocate for the use of network which contain nodes and connections for learning. This has to do with data, information, images and feelings. They describe learning as a process whereby connections are created and network is developed (Mechlova & Malcik, 2012). For African masses to understand African Renaissance and the role they have to play to make African renaissance a reality that will bring about subsequent solid development of Africa there has to be connections and a lot of networking. This can be made possible through multimedia-based-pedagogy. This is because connectivism is integrates principles of complexity, network and self-organization. It believes in the evolution of information and knowledge, making it a good base for decision making overtime (Siemens, 2005).

## **3.0 METHODOLOGY OF THE STUDY**

In the exploration of the objectives and question of this work, document analysis is the main method employed. The question focus on the roles played by multimedia-based-pedagogy in developing an African renaissance mind-set that can lead to subsequent development of the continent. This is based on the concepts of knowledge development, skills for African

development and competences to consolidate African development. The collections of documents for analysis are within the following categories: Official documents related to knowledge, skills and competences; and Research Studies, and publications.

#### **4.0 PRESENTATION OF FINDINGS AND DISCUSSION**

##### **4.1 The role of multimedia-based-pedagogy in African renaissance and subsequent development.**

The role of multimedia based pedagogy in African renaissance leading to subsequent development, can be examine from the perspectives of awareness or knowledge development, skills building and competency reinforcement to consolidate African development.

###### **4.1.1 Awareness or knowledge development**

Scholars over the years have found it difficult to define knowledge. However, Hunt (2003) in Sveily (1997) defines knowledge from the perspective of ‘capacity to act’. Therefore, knowledge equips an individual or a people to act for a common good. That is why Bolisani and Bratianu (2018) state that knowledge is the end product of one of the human specific processes of knowing. For Africans to wake up and act in such a way that their actions will bring about development, they need knowledge. For Africans to have this knowledge on African renaissance which will lead to subsequent development of the continent, they need to be educated. The internet and social media mediums such as Facebook, WhatsApp, Tweeter, and many online forum has made it possible for Africans to be empowered through formal, non-formal and informal teaching and exchanges on knowledge on African renaissance and development from even the comfort of their bedrooms and why not beds.

Wood *et al.* (2009) makes it very clear that knowledge has been identified as a key component that impact economic and social sustainability. Thereby, being a catalyst for development which can only be developed through effective communication, which is sharing and ensuring constructive usage of knowledge. Therefore, with the existence of multimedia forums today and the internet knowledge sharing has become very easy. If Africans could exploit these multimedia forums such as Facebook and WhatsApp to educate the African masses on the importance of an African renaissance and development, then in a few years to come the continent would have move from propaganda to reality. African renaissance will become a reality and African countries will experience social, cultural, political and then economic development. This is because Africans will become aware of who they are and how concretely they can become better through education, peace, and hard work.

According to Laudon and Laudon (1998) in Biggam (2001) the role played by World Wide Web (www) is inevitable in the facilitation of new avenues exploited for the advantage of a community in competitiveness. For Africans to be hugely educated and instilled knowledge on African renaissance and development, they need to create a good number of websites in diverse languages and using diverse multimedia gadgets and materials to teach, guide or educate the common African for the reasons why Africans need a reawakening that will subsequently lead to development of the individual and the community as a whole. With multimedia materials in

online education the needs of the different learners (audio, visual, kinaesthetic) will met, and Africa will grow stronger in knowledge and determination for development. This is because they will be able to compete with the other blocks of the world because to the man on the street will understand what African renaissance is all about, the need for African renaissance and how to realize development by exploiting opportunities that the internet do offer.

It is not sufficient to acquire or develop knowledge on African renaissance and development. Knowledge sharing is a key step in realizing African renaissance which will lead to subsequent development. According to A Working Paper for the G-20 Development Working Group, Pillar 9 (2009) sharing knowledge has also to do with development experiences sharing in a triangular cooperation, which will certainly lead to the contribution and further adoption of key, effective and efficient solutions for development. In other words, African renaissance and subsequent development can quickly be achieved through sharing experiences and cooperation. That is, teaching each other and the internet with its services such as e-forums and conferences, and social media has created a comfortable environment for these sharing and cooperation to take place at the cheapest cost possible. If African governments, organization, activists and masses could exploit the services offered by internet in using of multimedia materials to educate Africans and their government of African renaissance and development through sharing and cooperation then African renaissance and development will become a visible reality.

It is not sufficient to develop and share knowledge to create awareness on African renaissance and subsequent development. Through the internet and social media or e-learning and conferencing forums African need to be educated on how to manage knowledge to make it useful and lasting. King (2009) sees knowledge management as having to plan, organize, motivate, and control people and systems for the improvement and efficiency use of knowledge. Knowledge as an asset exist in different forms such as printed manuals and patents, and electronic form such as text, audio, video, audio-visual and animation which when all combine gives raise to multimedia (the combination is facilitated today by the internet), and when use in educating can be called multimedia-based-pedagogy. If every African could be educated using internet services on the plan of African renaissance, how it is or should be organized, what Africans should do for it to bring development, and the systems or organizations to put in place at the local, national, regional and continental level then African renaissance and development will cease being a vision but will become a visible success story.

Knowledge as caught the attention of most scholars' different perspectives. However, want thing remain in common with all the scholars; they acknowledge the importance of results from having or exploiting knowledge. They have examined knowledge from the perspective of education, skills, growth (cultural, social, political and economic) and generally the human capital point of view. Knowledge development, sharing and management results in creativity, innovations and inventions just like an innovation or invention in technology increases output and generate more revenue. Information and Communication Technologies (ICTs) has impacted greatly the sharing of knowledge and information which has had an ultimate impact on the growth of individuals, communities and nations sociocultural, politically and economically (Chan & Dahlman, 2004). If Africans will exploit ICTs to educate, share and cooperate on the concept and practicability of

African renaissance which will result in subsequent mega development then African renaissance and development will stop being a hypothesis but will become a result. This is possible with the use of multimedia-base-pedagogy in the development, sharing and management of knowledge on African renaissance.

#### **4.1.2 Skills building for African development**

Skill as a concept has a long history of discussions and has been approach by different authors and social scientist from different angles. Rigby and Sanchis (2006) examine skill from professional and technical dimensions, knowledge of work process techniques and manipulative capacity that are gotten either through experience or from training. Skills are being learned or developed for individual and communal development. Skill has three main grouping which are; Knowledge-based, personal attitudes and traits, and functional and transferable. For African renaissance and development to be massively experienced, all these skills have to be developed and this can only take place through training or education. That is why the advent of the internet with multimedia gadgets and materials that can facilitate the development of these different type of skills even from a distance. Therefore, exploiting internet services and developing skills for African renaissance and development is the advantage Africa has in this era of technology.

Information and Communication Technologies (ICTs) which is the foundation of multimedia based pedagogy is a key component in skills development. It has played a very great role in modernising societies, cultures, political systems and economies, not leaving out employment potentials it has input to individuals, companies, communities and states. Skills are meant to construct different fields of the society (Rigby & Sanchis, 2006). And pointed by Rigby and Sanchis (2006) in Wood (1981) skills are constructed socially. In this light there has to be a social forum for skills to be constructed, and this the internet with it multimedia gadgets has given African the opportunities to develop their skill either through sharing or training using multimedia gadgets and materials in social media forums. A short educative training of a particular skill development process video or images and audio can be made and posted in WhatsApp or Facebook groups. If these social media and internet forums are being used efficiently by African renaissance and development specialists, advocates and activists, then African renaissance and subsequent development will be achieved in a shorter time.

Skills development has to do with creating opportunities for people to have an occupation or profession and generate revenue through having accessibility to labour market. When skills are developed and they are labour market oriented, the basic needs of the people are secured and poverty is drastically reduced (Swisscontact, 2014). African renaissance is also about eradicating poverty in Africa and building sustainable economies. Therefore, the gospel of African renaissance and subsequent development will only be accepted and practice if it will lead the masses out of poverty and make the African economies resilient. Multimedia-based-pedagogy is an instructional method or tool that can be used to train or develop skills even using television and radio programs in educating Africans with fewer specialists and little finances required. By so doing the goals of African renaissance and development will be largely achieved with little cost.



#### **4.1.3. Competency reinforcement to consolidate African development**

When knowledge and skills have been developed, the problem is how they are applied to consolidate what has already been achieved; this is where competency sets in for African renaissance and development consolidation. Krathwohl *et al.* (2010) holds that competency has to do with the capacity or ability to put into application or usage a set of interrelated knowledge, abilities and skills for the purpose of successfully executing a function or task in a particular setting. Competencies are often seen to serve as bases for judging the standards of skills with specificity as to knowledge, abilities and skills level required to efficiently accomplish a particular task. Without an education that enables Africans to apply knowledge and skills acquired on African renaissance and development, Africa is bound to remain under the curse of neo-colonialism and underdevelopment. In this light, multimedia-based-pedagogy is a very strong tool in empowering Africans with the competencies required to consolidate and advance the achievements of African renaissance and development.

Hager and Gonczi (2009) in addition to knowledge, ability and skills goes further to state that competency has to do with appropriate knowledge, abilities and skills that involve problem identification, analysis and solving, pattern recognition, communication among others, but most importantly the appropriate kinds of attitude for success. From this approach training and evaluation in from the perspective of strategies in building this knowledge, abilities and skills and their application to daily life. At this point on African renaissance and development training, the multimedia-based-pedagogy come in now as a strategy in building problem identification, analysis and solving, pattern recognition, communication knowledge, abilities and skills; and the appropriate kinds of attitude for success in African renaissance campaign that will lead to sustainable development of the African continent. This because competencies are contextual, therefore is build taking into consideration local realities, which is good for developmental oriented training, especially with the use of videos in the training process.

OECD (2003) holds that there is more to competency than knowledge and skills. This is because competency has to do with the ability to carry out complex task and meet complex demands. By this it mobilizes psychosocial resources of which attitudes and skills are included for a particular purpose in a fixed context. Effective communication is a competence that comes from a lot of background which may include language knowledge, ICT skills and positive attitude towards people. This competence of communication is highly solicited if not inevitably needed in multimedia-based-pedagogy on African renaissance and development. The concept of African renaissance and its relationship with development is so complex that knowledge and skills or abilities alone without competencies cannot impact a sustainable but permanent change. That is why competencies have to be developed by using the internet and social media forums to enable Africans to put into practice the knowledge, and skills they must have acquired. This will make the change brought by African renaissance and the subsequent development that will come with it to be permanent.

## 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Multimedia-based-pedagogy has an inevitable role to play in African Renaissance which will lead to subsequent development of the continent. However, the African educators, masses, politicians, scientist, businessmen, and industrialist need knowledge on African renaissance, they need skills that will develop African in all dimensions and they need competences to consolidate the development. At this juncture, they need education but not the traditional classroom type of education. But an education that a good number of Africans can be enlighten, trained and equipped with knowledge skills and competences at a cheaper rate without geographical or physical obstacles. And this is where multimedia-based-pedagogy sets in to facilitate and hasten African Renaissance and subsequent development, through the development of knowledge, equipping Africans with skills and competences of African Renaissance and development.

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