Towards ‘New Normal’ Teaching-Learning for Quality Education: Media-Mediated Instruction Option

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Abstract
The wave of changes pervading the global community presently has called for proactive measures in virtually all aspects of human endeavours to meet the exigencies of change and challenges coded new normal. Education and instructional delivery should therefore be global best practices compliant to give a country relevance among nations. Doing this successfully requires stakeholders in education to meet with the exigencies of the time. Since teachers are the drivers of the nation’s education programmes, they should be prepared to go beyond the traditional face-to-face (F2F) classroom setting. This requires being exposed to the rapid development in Information Communication Technology (ICT) and being able to cope with the challenges of the new normal in teaching. This is encapsulated in the media-mediated instruction that allows for the use of advances in various communication technologies in achieving educational goals which is the major reason of this study. This research therefore examines how, within the new normal, teachers can conduct effective teaching and learning, improve the quality of education, and the way forward for effective teaching and learning in the Arts and Humanities using media-mediated instructional tools.

Keywords: Arts and Humanities; Media-mediated instruction; Quality education; Teaching-learning

Introduction

The use of media as a means of instruction which dates back to the era of the Stone Age might not be unconnected with human beings as higher animal’s ingenuity. It may not therefore be out of point to imagine that the Stone Age man in his curiosity started scratching figures and images on surfaces of rocks with a view to passing across his inklings. The unprogrammed or ordered activity of the said Stone Age man has today culminates in well-programmed and coordinated activities, the hallmark of effective teaching learning process.

Subscribing to the foregoing, it was the contention of Owusu (2009) that the Egyptians elders, for example, used hieroglyphics as symbols to teach their children how to kill animals accurately during their hunting and farming. Also, through initiation rites, storytelling, and festivals, the

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young were given some forms of training and instruction. Human beings in their quest for effectiveness in carrying out their daily chores from time immemorial have engaged in finding new ways of doing things. For instance, out of their ingenuity, human beings have discovered the use of the back of trees and textiles as useful materials for passing across information from one person to the other, and from one group to another. Such breakthroughs include the development of such principal materials like the papyrus, parchment and paper.

Arising from knowledge explosion occasioned by high level of technology and consequent rapid development of Information Communication Technology (ICT) coupled with increasing rate of globalization that has turned the whole world to a global community and the current vogue, new normal, classroom practice and indeed, instructional delivery cannot but incorporate the use of the latest technologies in communication. Such use of technology in instructional delivery constitutes important media employed in teaching and learning. Thus, media such as text, images, animation, video and audio are used to prepare instructional content and aids for students at various levels of education.

As a result of the expositional development occasioned by technology, media technology has become very important in all different fields of learning, such as accounting, scientific research, social communications, medicine, sports, weather forecasting, fashions, engineering, manufacturing, education and all facets of human endeavours. The widespread use of the media technology can be attributed to a number of reasons. Media is more accurate, more effective and faster in addition to many other advantages. The improvement in the media has led to improvement in many other technologies like digital TV, Mobile phone, networks, internet, audio devices, video devices, media technologies, Computer Assisted Instruction (CIA), and all sorts of computer mediated instructions. All these are essential in the present dispensation to be in line with the global best practices in teaching and learning, and more importantly, to overcome the exigencies of the current ‘new normal’ pervading the global community.

It is instructive to state that media technology helps in bridging the artificial gap between teaching and learning. It has been canvassed that pupils who are taught with instructional media do absorb more knowledge from demonstrations they see and the exercises they engage in with the resources. Thus, pupils do understand what they are taught better and faster than situations where teachers make use of only textbooks and chalkboards in classrooms, as well as teaching by the lecture method. All these are characteristic of the traditional classroom practice generally which is no longer in vogue, as the in thing now is child-centred pedagogies to bring out the best from learners. Such will make them both national and global learners.
Succinctly therefore, attainment of effective teaching and learning in all areas of study, especially in Arts and Humanities in the present dispensation behoves on teachers to be proactive, versatile, initiative, and resourceful, dishing out the best instructional strategies that will help in facilitating teaching and learning of the contents in Arts and Humanities which is the basis of the current study. Of course, such feat cannot be attained in a vacuum; 21st century teachers must be engrossed in employing strategies that can best promote and enhance learning such as media-mediated instruction capable of promoting quality education in Nigerian schools.

**Attaining Quality Education - The place of Effective Teaching- Learning Delivery**

Education is the process of facilitating learning. It is the acquisition of knowledge, skills, values, beliefs, and habits. Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing people intellectually for mature lives. Education is the act or process of imparting or acquiring a particular knowledge or skills, as for a profession. Education brings about an inherent and permanent change in a person's thinking and capacity to do things.

Over the past decade, major progress was made towards increasing access to education and school enrolment rates at all levels. In a bid to transforming our world, Goal 4 of the 2030 Agenda for Sustainable Development by the United Nations was a unique goal, focusing on Quality Education, which is, ensuring inclusive, and equitable quality education and promotion of lifelong learning. This is a declaration that every child must be in school, and the quality of those schools must improve, so that students are prepared to be productive citizens, who are ready to lead the future. Hence, education must fully assume its central role in helping people to forge more for peaceful and tolerant societies, and to achieve this, quality in education is highly needed.

Quality education is one that is pedagogically and developmentally sound and educates the students in becoming an active and productive member of the society. A Quality Education is not one that is measured purely by a test score or by how many words per minute a child can read. A quality education provides the outcomes needed for individuals, communities, and societies to prosper. To achieve quality education, teaching and learning process should be able to equip students with the knowledge and skills for the future, inculcate students with the right values and imbue students with a positive learning attitude (Ng, 2015; Slide, 2017).

For quality education to be achieved, there must be quality teaching and learning process. Teaching should involve setting out with the intention of someone learning something and
consideration of people’s feelings, experiences and needs. That is why Jackson (2020), defines teaching as the process of attending to people’s needs, experiences and feelings, so that they learn particular things, and go beyond the given. This means that teaching is more than going to class to instruct the students, the content must meet the needs of students. Meegan (2014) in Baker & Hacker (2020,) defines teaching as the art and science of helping others to grow in their knowledge and understanding. Teaching involves being flexible enough in one’s approach in order to meet the needs of the learners. Teaching a content is not to produce little living libraries on that subject, but to produce students that will take part in the process of knowledge-getting. Teachers with high expectations from students should initiate teaching methods that will bring about positive student-teacher relationships which are likely to have effects on students learning achievement, hence quality education.

Owusu (2009) is of the opinion that teaching is essentially concerned with how best to bring about desired learning by some educational activities, which means teachers help other people to learn through meaningful activities. That is why teaching is not seen as a monologue but a dialogue in which one partner is very vocal, and the other partner may also be vocal by simple participation in the form of questioning the other partner and answering questions from the other partner. This makes teaching one of the most important ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become responsible citizens, earn a living and lead useful and rewarding lives.

Defining learning, Wikipedia (2020) states that it is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences. Malamed (2019), defines learning as the relatively permanent change in a person’s knowledge or behavior due to experience. Sequeira (2017), also suggests that learning is about a change, the change brought about by developing a new skill and understanding new concepts. The change is not merely incidental or natural in the way that our appearance changes as we get older. It should be noted that the duration of the change is long-term and not short-term; the locus of the change is the content and structure of knowledge in memory or the behaviour of the learner and the cause of the change is the learner’s experience in the environment. This shows that learning is a transformative process of taking in information that when internalized and mixed with what we have experienced changes what we know and builds on what we do. No wonder, Pugh (2016) in Malamed (2020), states that learning is the relatively permanent change in a person’s knowledge or behaviour due to experience.

Differentiating between teaching and learning, Sequeira (2017), explains that teaching is a set of events outside the learners, and these events are designed to support internal process of learning,
because instruction takes place outside the learner, while learning is internal to learners. Therefore, for quality education to be achieved in Arts and Humanities, teaching of the disciplines must promote a life-long learning, which is a product of an active process and not a passive observation. And for learners to be active in the teaching and learning process, teachers must adopt teaching strategies that will really engage the learners, facilitate quick assimilation of the concepts taught and promote a life-long learning.

**Arts and Humanities Concept and Challenges**

Arts refers to the theory, human application and physical expression of creativity found in human cultures and societies through skills and imagination in order to produce objects, environments and experiences (Wikipedia, 2020). The arts relate to the presentation, performance, execution, and exhibition of traditional arts and the study and application of the arts to the human environment. Arts serve clear cultural needs; they promote the betterment of humanity as well as of local culture. The term arts include, but not limited to, music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, film, video, tape and sound recording.

Art is a global activity in which a large number of disciplines are included, such as: fine arts, which bring together, in the broad sense, all the arts whose aim is to produce true aesthetic pleasure; decorative arts and applied arts which relate to an aesthetic side in everyday life; liberal arts; visual arts; design, crafts, and performing arts. Major constituents of the arts include visual arts (including architecture, ceramics, drawing, filmmaking, painting, photography, and sculpting), literature (including fiction, drama, poetry, and prose), and performing arts (including dance, music, and theatre), culinary arts (including cooking, chocolate making and winemaking). Some Arts combine a visual element with performance (e.g. cinematography), or artwork with the written word (e.g. comics). From the prehistoric cave paintings to modern-day films, Art serves as a vessel for storytelling and conveying humankind's relationship with the environment. On the other hand, Humanities are those branches of knowledge that are concerned with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the unique ability of the human spirit to express itself. As a group of educational disciplines, the humanities are distinguished in content and method from the physical and biological sciences and, somewhat less decisive from the social sciences. The humanities are academic disciplines that study human culture. Areas that are sometimes regarded as social sciences and sometimes as humanities include history, archaeology, anthropology, area studies, communication studies, classical studies, law and linguistics. The humanities and social
The term, ‘humanities’ include, but is not limited to, the study and interpretation of the following: language, both modern and classical studies, linguistics, literature, history, jurisprudence, philosophy, archaeology; comparative religion, ethics, history, law and linguistics, communication studies, music, theatre art, visual and performing art criticism and theory of the arts, those aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life (Liu, 2014; Bauer, 2020).

Considering the concepts of Arts and Humanities, one will conclude that Arts are related to humanities. Art is a subset of the humanities. In other words, technically, art is in humanities, it is a branch of it; but for purposes of grouping disciplines and critical study, "the arts" stand apart on grounds of their creative emphasis. In other words, the larger umbrella is termed humanities and its branch termed art. These describe, reflect, and analyse the human experience or what it means to be alive. College Choice (2020) sees Arts as part of Humanities, hence, it emphasises the major areas of study in Humanities to include Comparative Religion, Archaeology, History, Literature, Languages and Writing, Media and Communications Studies, Performing arts, Philosophy, Visual and Studio Art.

Arts and Humanities have been important fields since the time of Ancient Greece. The study of Arts and Humanities is of great benefits to students and the society. Arts and humanities help learners think critically, creatively, and help in reasoning well so that they can gain insight into a variety of subjects and topics. Besides this, Burton (2000) and Okonkwo (2010), Wazir (2015), Soyoye (2017) and Gibson (2018), give the following as benefits of studying Arts and Humanities: To start with, Arts and Humanities hone the learners’ creative mind. Studying humanities helps learners to interpret things better and much more clearly. For example, when learners look at a piece of painting, they might just think to themselves “it is just a piece of painting, but by studying humanities, they will be able to appreciate that piece of painting for what it is and might be able to see through the creation of it and how little aspects of the painting might have profound meanings. Arts and Humanities help learners to appreciate and find meaning in almost everything they see in the world. And through this, they will be able to find inspiration from random things which will help them to get going in the world. Students who study these disciplines learn to think critically, to express themselves clearly, and to analyze new information. These qualities lead to a high degree of professional flexibility and adaptability.
Again, Humanities improve learners social skills, that is, Humanities help learners to understand things better, and these include people. They help learners to interpret both the written language and spoken word much better, thereby enhancing their communication skills. Art is one of the universal languages all human beings understand and use to communicate. We use art to express ourselves and to speak to others across time and place. Art and Humanities help to develop young people’s emotional intelligence and imagination, they help to create awareness of diversity in practices and cultures as well as their environments, which in turn make them attentive to environmental and development issues; hence, developing a greater sense of personal, cultural and international identity.

More so, Arts and Humanities help learners to understand the impacts of technology, science and medicine. By studying history, philosophy and literature, learners can see how far technology, science and medicine have grown and how important they are in people’s lives. From this, they can see what kind of impact they will have in the future and how these three aspects work with everything as they sustain the life of every human in all sorts of level.

In like manner, Arts and Humanities make one become an international by being able to understand foreign cultures and foreign languages better, it will be much easier to find a common ground with people from other backgrounds, since globalisation is becoming more and more apparent. This is obviously more important as cultures and ethics are converging and people’s cultures becoming more and more similar. Arts are part of the historical record of every culture and historical period known to human beings. It may be said that all we know about some past civilizations is found entirely in the record of art and artefacts that people left behind.

Again, Arts and Humanities play prominent and indispensable roles in the process of nation building. This is done by raising awareness of the learners to the fundamental problems that militate against the development of a nation, the solution to these problems and preparing them on how to tackle future challenges that concern their immediate community at large. Arts and Humanities are instruments par excellence that a nation can rely upon to bring about self-reliance.

Similarly, one cannot touch Arts and Humanities without touching values; values about home and family, work and play, the individual and the society, nature and the environment, war and peace, beauty and ugliness, violence and love (Okonkwo, 2010). Art teachers do not only indoctrinate, but when they study the art of many lands and peoples, they expose their students to the expression of a wide range of human values and concerns. They sensitize students to the fact
that values shape all human efforts, and that visual images can affect their personal value choices (Gibson, 2008).

Having seen the significance of the study of Arts and humanities on learners and the aftermath benefits to the society, one can surely see the need for the advocacy for effectiveness in the teaching and learning of these disciplines. Unfortunately, it has been discovered that there are many challenges bedevilling the effectiveness of teaching and learning the Arts and Humanities in the 21st century such as the negative perception of the disciplines by students, parents and the society towards the subjects (many see Arts and Humanities as inferior to Sciences and Social Sciences), shortage of qualified teachers, inadequate teaching facilities and funding, poor government and social identity, the ambivalent negative attitude of Nigerian society and even the government towards the subjects, the problem of inadequate curriculum planning and development, lack of appropriate teaching aids and the use of inappropriate teaching strategies among others.

These challenges have undermined the relevance of Arts and Humanities subjects, and they also accounted for the loss of students’ interest in the disciplines. If the challenges facing the teaching and learning processes of Arts and Humanities in the 21st century were to be overcome, especially the use of inappropriate teaching strategies, teachers must be imaginative, innovative and creative, initiating teaching strategies that will enhance good mastery of the contents being delivered to the students, and also help in the development of students’ commitment to, and interest in the learning of Arts and Humanities disciplines; hence, realizing quality education through the teaching of Arts and Humanities.

**Way forward to the Challenges of Teaching and Learning of Arts and Humanities**

Different teaching strategies are being used for the teaching of Arts and Humanities disciplines, such strategies include story-telling, discussion, play-way, demonstration, field trip and so on. It has been observed that even with the combinations of these strategies, students are not displaying the necessary cognitive, affective and psychomotor expectations. Corroborating this, Nayef (2015), states that the old traditional methods and aids of teaching are not effective anymore, so she suggests the use of media in teaching and learning process, noting that media in education becomes a must these days to improve the teaching and learning process. Owusu (2009) also suggests the need for media in the process of instruction. To Owusu, media help to achieve three central and crucial aspects of students’ engagement in the activity of learning. These aspects are attentiveness (ways teachers can elicit and maintain high level of students’ attention and interest), receptiveness (ways in which teachers makes use of different sources of students’ motivation towards learning) and appropriateness (ways in which teachers need to match the
learning experience to each students’ current state of knowledge and understanding towards fostering desired educational outcomes).

For the effectiveness in the teaching and learning of Arts and Humanities, taking into account that Arts subjects are not like other subjects that involve definitions, advantages and disadvantages etc, they deal with facts and interpretation, Soyoye (2017) recommends the following to be thoroughly considered: The personality of the students (whether they are introverts or extroverts); Teaching skills of teachers: teachers should improve on their skills. It has been observed that some teachers of Art and Humanities disciplines possess the necessary qualifications, but they are not effective in teaching skills because they teach their subjects in an abstract manner; Appropriate teaching aids: The Arts as subjects can never be a meaningful component of the school curriculum if taught without the necessary and suitable teaching aids to overcome the above. The school administrators and Art teachers should always be mindful in ensuring the prescription, presentation and usage of appropriate teaching aids in the process of teaching and learning of Arts and Humanities contents.

In an effort to curb the challenges confronting the effectiveness of the teaching and learning of Arts and Humanities, Owusu (2009), Okonkwo (2010) and Soyoye (2017), advocate for the use of Media-Mediated Instruction in the process of teaching and learning the disciplines. To these scholars, Media-Mediated Instruction will help the teacher to solve the problem of teaching of abstract lessons, and help the students to solve the problem of misunderstanding of concepts and skills, and ineffective learning that negatively affect students’ performances and outputs.

**Media-Mediated Instruction and Arts and Humanities Instructional Delivery**

Media are the communication outlets or tools used to store and deliver information or data. Media are generally defined as the means by which information is conveyed from one place to another (Clark & Morrison, 2020). To Spacey (2017), media is a means of communication; it refers to a vehicle or means of message delivery system to carry messages to a target audience. The Media like TV, radio, print, Internet and Outdoor are used to convey an advertising message to the public (BBAMANTRA, 2019). The term media refers to components of the mass media communications industry, such as print media, publishing, the news media, photography, cinema, broadcasting (radio and television), and advertising. Media comes in many different formats, including the print media (books, magazines, Newspapers), television, movies, video games, music, cell phones, various kinds of software, and the Internet (MentalHelp.Net, 2020).

In the past century, various forms of media have been used to convey instruction and to support learning. Examples of instructional media include traditional means of delivering instruction
Spacey (2017), suggests different types of media. Spacey mentions radio, this includes traditional radio and digital equivalent; video and film based content which include television, movies, promotional videos, commercial and video sharing websites; publications, these include books, Newspapers, magazines, blog and research papers; Social Media, these include digital tools that allow people to communicate and share and produce content; Messaging, this involves traditional way and digital messaging tools such as emails and messaging apps; Digital Communities, which includes forums, chats and other tools that allow people to socialise, share information and form communities; Games, these include digital games and virtual environments; Application, this is a general term for software that people use including mobile apps. Graphics: such as signs, billboards, digital advertising, T-shirts and product packaging. Public Speaking: this includes speaking directly to a group of people often with visual aids such as graphics, video and slides. Art and Music: art displays in public and musical performances. Meanwhile, Owusu (2020) gives the following as classification of Media: Print Media; Support Media: Outdoor or Out of Home (OOH) Media (bill boards, Neon signs posters); Internet (Websites, E-Mail, Whatsapp, Facebook, etc.).

All alternative media and mixtures of media may be chosen for any given learning goal and group of students. Media Mediated Instruction mainly comprise of the use of media technology in the process of teaching and learning. The term Media Mediated Instruction refers to the use of different modern means of media technology applications such as Face Book, Skype, Zoom, Google Meet, You Tube and Whatsapp (Clark & Morrison, 2020). Media Mediated Instruction is a teaching and learning process that is aided or entirely accomplished through the use of media. Using media in the teaching process is a growing phenomenon. It plays a very important role in assisting students in learning processes. Media enhance and enable students to learn in a more effective way. On the other hand, using media in the learning process enforces the researchers to put more efforts to create new programs using media elements and multimedia authoring tools to fulfil a content-rich learning software. It must be noted that different instructional media exist to meet the different capabilities of learners whether for the purposes of seeing or hearing and others for seeing and hearing at the same time. Instructional media are intended to bring about
meaningful understanding and hence a life-long learning. There are certain advantages and disadvantages that have to be considered to ensure proper selection and use of media.

Nayef (2015), opines that any media tool considered to be used as media mediated instruction for the teaching and learning of Arts and Humanities must grab students’ attention, attract students’ concentration, generate interest in class, create a sense of expectation, energize or relax students for learning exercise, draw on students’ imagination, improve attitudes towards content and learning, build a connection with other students and teachers, increase memory of content, increase understanding, foster creativity, stimulate the flow of ideas, foster deeper learning, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivates students, make learning fun, set an appropriate mood or tone, decrease anxiety and tension on scary topics, and create memorable visual images.

Many researchers like Clark & Morrison (2020), Science Education Research Centre (2018) and Owusu (2020), studied the impact of using media in teaching different fields of Arts and Humanities. They found out that teaching with media outcomes the traditional methods. These researchers emphasize the significance of Media to teaching and learning of Arts and Humanities. It has been noted that media is an important source of communication, especially face-to-face communication. The media is arguably one of the most effective tools for communication. Tools such as e-mail, Skype, and Facebook, Whatsapp have brought people closer together and created new online communities.

Also, media enhance cognitive efficiencies. Clark and Morrison argue that some media encourage quicker and less demanding learning results. Any medium used for presenting an instructional method, for instance, an example presented in either pictorial or verbal modes, helps students to learn easier and/or faster, especially high visual but low verbal ability; learners may learn faster from pictures than from narrative descriptions of examples.

More so, media aid visual and aural learning. Explaining this, the researchers state that conscious human mind is supported by both auditory and visual "buffers" that specialize in storing different symbolic representations of information to be learned. These buffers permit instructional information to be stored in both visual and aural (sound) forms. It was explained further that presenting novel and other Arts and Humanities concepts to learners in both auditory and visual symbolic modes results in more efficient (quicker and easier) learning. Giving information content in visual and auditory modalities apparently results in storage by two different sensory-based memory buffers, which increase the duration and quality of information available to learners while they mentally process the information.
Furthermore, media help students to retain concepts and ideas. Media assist people in learning abstract, new and novel concepts more easily because they are presented in both verbal and visual form. No wonder students remember everything that's on television and forget what the teacher teaches. Moreover, media help develop quantitative reasoning. Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time. Apart from the promotion of cognitive efficiencies, media also offer affective experiences. They provoke discussion, an assessment of one's values, and an assessment of oneself. This is because scenes presented through media have strong emotional content.

The use of media in instruction helps connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. Popular media (films, music, YouTube) are familiar to students that help in gaining attention and maintain students’ interest in the theories and concepts under discussion. Students can see the theories and concepts in action in more than a figurative sense. Students can hone their analytical skills by using media to analyse theories and concepts they are studying. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

Meanwhile, Owusu (2020), states that media facilitate learning by increasing understanding of material being presented. It has been asserted that, communicating to facilitate learning can be a challenging process, often requiring creative efforts to achieve a variety of implicit instructional goals, but instructional media can help in attracting and sustaining attention of learners, hence developing interest of learners towards the concept being taught. Media help the students to adjust to the learning climate, and promote acceptance of an idea by learners.

The use of Media increases the spirit of self-exploration in students by strengthening students’ capability to solve problems, depending on their self-collaboration and active participation. Media materials like still and animated graphics, video and audio in addition to simulations and models are integrated in a designed manner. These tools assist the learning of new knowledge much more effectively. Some argue that media and e-learning tools can be used as a supplement to traditional classes.

There are a number of cautions that teachers should keep in mind in utilizing media. Using media requires a complete understanding of copyright law, an appreciation of the workload...
involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction. In employing media as mediated instruction for the teaching of Arts and Humanities, teachers are advised to: Keep up with the latest media trend; Keep up with the New Technological developments; Determine Long and short term effects of different media; Analyse strengths and weaknesses of different media.

**Concluding Remarks**
A panoramic view of this study has clearly mirrored the concept of media and justified the need for it as mediated instruction in the teaching and learning of Arts and Humanities for quality education. It should be noted that media is not educational in itself, but it is a means to an educational end (Hammed, 2017). The use of Media can be very effective and beneficial to both teachers and students if used correctly. Media can be used for all levels of students and in all subjects. Using media can also encourage students to take more responsibility for and control over their own learning, engage in joint planning of the syllabus, and take longer-term perspectives on their own learning. With media, learning objectives will be easier to achieve with minimal time and effort. With the use of media, students understand the lesson more and easily and their understanding will be better and well improved. Therefore, the best thing to do by Arts and Humanities teachers is to take advantage of this tool by creating appropriate educational content for effective teaching and learning using those media and by so doing, achieve quality education in Arts and Humanities with its concomitant benefits to the nation.

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