

The Role of Instructional Media and Technology in the Zimbabwean Primary School Curriculum

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Abstract: Curriculum is at the epicentre of any education system (Handbook on curriculum Review 2015-2022). The optimism is premised on the fact that education has the power to transform societies more than any other agent acting singly. Zimbabwe is now using an updated curriculum from early childhood development right across to advanced level. Zimbabwe is a unique country by virtue of having a multiplicity of cultures. Lawton (1973) posits that curriculum is essentially a selection from the culture of a society. In a multi-cultural society like Zimbabwe, it becomes very difficult to deliver instruction and it is further complicated by a centralised curriculum which does not take into account the peculiarities of each setting. The Zimbabwean context, particularly the primary school sector calls for the teacher to be proactive in the delivery of instruction by adapting and adopting the curriculum content to suit the different cultures. The teacher has to look for relevant instructional media and technology (IMT) that suits the level of the learners. The teacher can bring the world into the classroom in her/his quest to concretise taught concepts and simultaneously prepare pupils into the world of work through encooperating relevant IMT. The importance of IMT in the updated curriculum cannot be underestimated. It is the task of this paper to elucidate the role of IMT in the updated primary school curriculum in Zimbabwe, looking at implementation variables currently playing out. Currently, the updated curriculum is in its first seven year cycle ending year 2022.

Key words: instructional media and technology; curriculum; Zimbabwe; media; technology integration; learning; deskill

I. UNPACKING INSTRUCTIONAL MEDIA

Learning can happen as an outcome of afresh attained skills, principles, perception, knowledge, facts, and new information at hand (Adeyanju, 1997). Shabiralyani, Shahzad, Hamad, and Iqbal, (2015) affirm that, learning can be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process. However, Hackbarth (1996) cautions that, dependence on the chalk-talk method only could create problems known in communication as noise. Teaching can only be effective if it causes productive learning.

The foundation of all learning consists in representing clearly the senses and sensible objects, so they can be appreciated easily (Comenius cited in Singh, 2005). The sensible objects alluded above are the instructional media. Instructional media are the symbol systems that teachers and learners utilise in representing knowledge and technologies are the tools that allow them to share their knowledge representations with

others (Thomas, 1998). Romiszowski (1988) further explains that instructional media can refer to devices and materials employed in teaching and learning situations. Similarly, Scanlan (2003) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. Wambui (2013) refers to instructional media as channels of communication that carry messages with an instructional purpose which are usually utilised for the sole purpose of learning and teaching. Talabi (2001) affirms that instructional media are generally designed to provide realistic images and substitute real experience to reach curriculum experiences. Lastly, Nyame-Kwarteng (2006) further elaborates that, instructional media are the various materials that appeal to the five senses- seeing, hearing, touching, feeling and testing, which enhance teaching and learning.

The term media is a plural of the word medium. Rarely is the term medium used during instruction because a teacher will never use one medium for concept elaboration. A teacher can use gestures, amplified voice, and chalkboard simultaneously to clarify points. The term medium can be referred to as a tool, material, vehicle, channel, aid, gadget, instrument and device amongst many others depending on the context it is being used. Examples of instructional media include projected and non-projected media. Projected media needs power to operate and examples include computers, smart phones and projectors amongst many other. Then non-projected is the most popular type of media in Zimbabwean schools because most of them are found objects from the local environment. These include charts, posters, work-cards and manipulatives (pebbles, sticks, fruits amongst many others).

Romiszowski (1998) has grouped the roles of media into two. In the first instance, media are used as instructional aids, here media are used exclusively to enhance or enrich the teacher's presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting and examples include e-learning amongst many other.

The use of instructional media enables teachers to explain, illustrate, disseminate and deliver their lessons more easily and effectively than when they depend on words only (Hindle, 1998). Heinich, Molenda, Russel and Smaldino (2002)

categorically state that, properly designed instructional media can enhance and promote learning and support teacher-based instruction. Lockheed (1991) confirms that, instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. Steel (1983) affirms that, relevant instructional materials enable the learners to have a clear understanding of the taught concepts. Heinich, et al. (2002:12) recognized that advanced organizers can be effective instruments for ensuring that media play their proper role as “supplemental supporters of instruction”.

Cuban (2001) summarised comprehension as

- ❖ 1% of what is learned is from the sense of taste,
- ❖ 1.5% of what is learned is from the sense of touch,
- ❖ 3.5% of what is learned is from the logic of smell,
- ❖ 11% of what is learned is from the logic of hearing and
- ❖ 83% of what is learned is from the sense of sight.

Meanwhile, Shabiralyani, et al, (2015) believe that, people generally remember,

- ❖ 10% of what they read,
- ❖ 20% of what they hear,
- ❖ 30% of what they see,
- ❖ 50% of what they hear and see,
- ❖ 70% of what they say and
- ❖ 90% of what they say as they do.

The above alluded comprehension percentages imply that visual learning is effective. Also, if learners use more than one sense greater rewards are reaped. As long as the learner is actively involved in the instructional process s/he is bound to retain the taught concept.

II. TECHNOLOGY IN THE ZIMBABWEAN PRIMARY SCHOOL

When we improve instruction through use of advanced tools or instructional techniques, it is assumed that we have used technology. Technology can be an instructional tool or instructional practice. Examples of technological tools include computer technology, board technology (white, flip, smart and interactive) amongst many others. Technology as a practice include learner centred methodologies, blended learning, collaborative teaching and learning strategies, online teaching and learning, multimodal and multimedia learning amongst many other. Face to face becomes just one of the instructional strategies. IMT has to be integrated into the primary school curricular to comply with the needs of the 21st century young learner.

III. WHAT IS IMT INTEGRATION?

IMT integration is a collaborative deliberate effort by the primary school stakeholders who includes the head, class teacher, librarian, ICT technician and the parents or guardians. However, it should be noted that the class teacher amongst other stakeholders is the central person. All others are there to

facilitate the class teacher’s integration plan. Initially, the teacher plans how s/he will integrate IMT into the schemes of work and daily lesson plans, so that during the four stages of lesson delivery, IMT integration is catered for. IMT will be integrated into lesson introduction, teaching moment, application and conclusion, through technological mastery of curricular objectives. This integration is cleverly done through reinforcement, drill and practice, assessment, application, motivation and remedial strategies using IMT tools and practices.

According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepares lessons that use technology in meaningful and relevant ways. According to Morris (1962), the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Technological aids should support the curriculum rather than dominate it (Shabiralyani, et al. 2015). Technology should assist the teacher in creating a collaborative learning environment (Ranasinghe and Leisher, 2009). Koç (2005) articulates that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the learners. For technology adoption to be successful, teachers must be willing to change their role in the classroom (Hardy, 1998). When technology is used as a tool, the teacher becomes a facilitator and learners take a proactive role in learning.

Young learners today may have been born into a technologically rich world; but they may not be avid and skilful users of technology (Bennett, Maton and Kervin, 2008). As much as they are called digital natives, they need peer assistance and adult tutoring to navigate purposefully the digital path. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child’s education (Eady and Lockyer, 2013). Developing learners’ knowledge and skills related to information communication technology (ICT) in the school years provides an important grounding for later life. It also provides equity of opportunity, regardless of background. Learning with technology has become essential in today’s schools. Teachers can support learners to process information by helping them to organize new information, link it to their existing knowledge and use memory aids to retrieve information (Eady and Lockyer, 2013).

Niederhauser and Stoddart (2001:27) noted a “consistent relationship between teachers’ perspectives about the instructional uses of computers and the types of software they use with their students.” Often, this change of teaching philosophy and methods focuses on learner-centred teaching and constructivist teaching practices (Rakes, Flowers, Casey and Santana, 1999).

Computer based technologies are utilised to represent and manipulate symbol systems, language, mathematics, music, and to create symbolic products, poems, mathematical proofs,

compositions and so on (Salomon, 1992). Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms (Vaughan, 1993). Research on multimedia learning have demonstrated more positive outcomes for learners who learn from resources that effectively combine words and pictures, rather than those that include words alone (Mayer, 2008). Podcast is relatively new invention that allows teachers to publish files to the internet where learners' can subscribe and receive new files from people by a subscription (Thomas, 1998).

The barriers to using technology in the classroom are many and include, among others, resource limitations, teacher knowledge and skills, and teacher attitudes and beliefs (Hew and Brush, 2007). Teacher experience may also affect a teacher's willingness and ability to integrate technology use into their everyday teaching (Lau and Sim, 2008). However, those teachers who take the opportunity to build skills through professional development activities are much more likely to integrate technology into their teaching than those who do not (Mueller, Wood, Willoughby, Ross and Specht 2008).

IV. CONCEPTUALISING THE ZIMBABWEAN PRIMARY SCHOOL CURRICULUM

There is no curriculum that is relevant to society all the time, any curriculum must serve the needs and aspirations of the society that it was meant for. As the societal needs and aspirations change, so does the curriculum (Shiundu and Omulando, 1992). At the dawn of independence in 1980, Zimbabwe embarked on major reforms in the education sector to redress some colonial imbalances. The government of the day gave special attention to access of education for all. According to Nziramasanga Report (1999), government shifted emphasis in the second decade of independence to the provision of quality education. The call for quality education implied change in the instructional material. Traditionally, the curriculum in Zimbabwe tended to be overly academic, but the trend has since shifted to competency development of the learners. The curriculum framework seeks to develop a well-rounded learner capable of contributing meaningfully to the development of the country while leading a fulfilling and happy life, (Curriculum Framework Handbook 2015-2022). The quest for new skills and knowledge led to many reforms on instructional methodologies particularly on the use of technology to aid instructional value. Curriculum documents have changed to address the increasing demands of the technological world that we live in, they also hold steadfast to fundamental values for learning (Eady and Lockyer, 2013). Zimbabwe introduced the Competency Based Curricula running from 2015 to 2022 for both primary and secondary school. The Framework outlines a variety of learning areas which are relevant to each grade level but the emphasis is basically on praxis and technology. The infant curriculum has Languages, Visual and Performing Arts, Physical Education, Mass Displays, Mathematics and Science, Family and Heritage Studies and Information Communication and Technology. The junior curriculum has Agriculture, Family

Religion and Moral Education over and above those done at infant level. Changes in curriculum also meant changes in the delivery of instruction, these changes also deskilled the teachers and unsettled the learner. The change to Competency based curriculum meant a shift from teacher centred instruction to child centred approach. Curriculum is a contested terrain and usually an unfinished business. Curriculum is not always accepted with open hands by the stakeholders because of scepticism and suspicious intentions of the initiators. Change deskills the teacher and likewise the introduction of computers immobilized the teachers in terms of the required skills. Obanya (1987) posits that, the secret of growth and development is based on how to keep up with change. Change is often very complex and the implementers are bound to resist it based on past experiences.

In Zimbabwe, the government of the day failed to in-service the teachers on the new curriculum demands in terms of knowledge and technological skills. This was necessitated by the free fall of the economy which makes it difficult to send teachers for in-service. As if this was not enough, teachers cannot access vital instructional tools such as computers and internet. There is absence of motivation for the user system. Change should enrich or reward the user system and it should also be superior to the existing one. If technology plays a large part in the change and no funding is provided to purchase tools and equipment, then the change cannot be sustained. After all, schools in Zimbabwe are not homogeneous in terms of location, resources, staffing and enrolment. Zimbabwe uses a centralised curriculum and teachers have to adapt and adopt the curriculum to suit their own peculiar circumstances. Stenhouse (1975) posits that, curriculum from the centre can be adapted to suit own peculiar circumstances. Adapting curriculum packages does not mean lowering of standards, neither does it warrant complete changes to the given curricular. It therefore calls for teachers to find resources in their own locality to enhance their instruction.

Due to the free fall of the economy, most of the curricula basic requirement remain a mirage two years before the curricula completes its first seven year cycle. In developing countries, teachers have often been held responsible for the failure of an innovation and it is argued that the focus should rather be directed at the context and local conditions which make implementation difficult even for good teachers (Guthrie, 1999). Gasva and Moyo (2017) carried out a study in rural Zimbabwe on the implementation of the curriculum and recommended that there is need for continuous teacher professional development courses that will keep teachers abreast on the new curriculum.

Generally, the primary school teacher is an all-rounder, teaching all the subject areas in the curriculum. Most of the updated areas like visual and performing arts (VPA), information and communication technology (ICT) and mass display to name a few, are mostly ignored by the teacher. It might be because most teachers are ill prepared in terms of

content knowledge and technology to make lessons possible. For instance, the ICT syllabus provides a broad perspective on the basic knowledge and practical skills on how to use and apply a variety of technologies in everyday life (Infant school ICT syllabus 2015). The syllabus assumes the infants have home experiences of using technological gadgets such as smart phones, which is very true for most urban infants but sadly, uncommon for the rural infant.

It was also found that the Mathematics and Family, Religious and Moral Education (FAREME) curricula documents encompassed positive aspects (at least in theory) in line with Zimbabwe's ZimAsset and Science Technology Engineering and Mathematics (STEM) initiatives (innovativeness, collaboration, creativity, entrepreneurship, problem solving, economic growth) but had shortcomings in terms of time frames (which were rather too short), resources (media suggested rarely available and expensive, for example, ICT tools, Talking book, Braille books, also no textbooks were suggested or recommended), real practical applications (not clearly suggested), and how and what exactly learners were supposed to do and to produce as project items (Chirume and Ngara, 2018).

All Primary School teachers' training institutions in Zimbabwe basically prepare teachers in all the primary school curriculum subjects such as ChiShona or IsiNdebele, Art, Music, Home Economics, English, Mathematics, Science, Social Studies, Environmental Science, Religious Studies Education, Physical Education and Aids Education (Gondo and Gondo, 2012). They proceed to argue that all trainee students are supposed to do a course in English and either ChiShona or IsiNdebele, all the other indigenous languages like Sotho, Nambya, Kalanga, Tonga, Nyanja, Chewa, Barwe, Hwesa, Venda and Shangani are not offered, even when the Education Act of 1987 (amended again in 2005) makes it compulsory to teach all local languages and the other subjects using local languages dominant in the area where the school is found for the first three grades of primary school education.

The current primary school syllabi in Zimbabwe aims to help learners to develop holistically and to acquire and apply mathematical concepts and skills and use them as tools in study, work, leisure and everyday transactions through use of technology, among other aims. The schools do not allow learners to bring or use smart phones in class. However, some schools have initiated purchasing of tablets for infant learners. Only one text book is usually available for the teacher as most schools are failing even to photocopy extra copies. Workbooks for infant learners are usually bought by the parents or guardians of which the majority is unable to afford. Locally found resources available to teachers are not sufficient enough to do justice to the syllabus. The situation is dismal for the rural learner, as both the rural and the urban learner will write a national examination at the end of the primary school course.

V. ROLE OF INSTRUCTIONAL MEDIA AND TECHNOLOGY IN THE ZIMBABWEAN PRIMARY SCHOOL CURRICULUM

The primary responsibility of IMT in the primary school is to enable the teacher to smoothly implement curriculum using tools and practices that ensure that the young learner benefits from the proceeds. The cross cutting themes across the primary school curriculum can be enunciated and made sensible through encooperating IMT in form of relevant exemplars. These can be in form of videos, podcasts, multimedia presentations, pictures amongst other media so as to bring to life contextual situations. Below are vivid roles in which IMT can be encooperated in the facilitation of the Zimbabwe primary school curriculum.

1. Visualising and mind mapping

Depending with the situation on the ground, a teacher can either use projected or non-projected media to facilitate visualisation and mind mapping activities. Acquisition of knowledge, skills and attitudes with reference to emerging concerns and issues as propounded by the junior level curriculum can be enhanced by harnessing potential of IMT. Non projected media in form of pictures, illustrations, diagrams, puzzles, games and manipulatives can be used to encourage visualising and mind mapping. Visual aids can be very useful media in supportive of a topic and the amalgamation of both visual and audio stimuli are particularly effective since the two most important senses are involved (Burrow, 1986). Using visual aids in teaching is one mode to enhance lesson plans and give learners additional ways to process subject information (Kunari, 2006). In Ghana, Seth (2009) indicates that lack of wall charts, models and other conventional media to compliment the use of chalkboards and textbooks in the schools increased difficulties for teachers to offer quality teaching and learning to promote high academic performance for junior high schools pupils.

Learners usually move from concrete to abstract thinking and mind mapping tools allow them to make a physical representation or a blueprint of their thinking (Rosennzweig, 2018). Mind maps provide a clear and organised snap-short of how the ideas and information are outlined in one's mind. According to Berg (2018), mind mapping is often considered a visual learning strategy for brain storming or visualising ideas. Learners can identify the logical flow of ideas connecting one to the next and building on each web-like form (Olivia 2014). This implies that mind mapping helps to visualise and help to build meta-cognition which in turn provides a framework ideal for developing ideas. Facebook, twitter, instagram, whatsapp, blogs, wikis and other social media platforms can further develop their visual world.

Simplifying reality by using age appropriate technological tools and applications can be rich sources of enhancing skills and knowledge broadening in the wide spectrum of curriculum issues in the primary school. Abstract concepts are simplified by use of visualising and mind mapping tools

ushered in by advancement of instructional technology and media. Reality can be augmented through use of relevant virtual manipulatives and simulation software capable of **showcasing complex ideas** in a short period of time. Use of virtual manipulatives can encourage quantitative reasoning. Augmented reality (AR) allows class to view 3D objects from around the world that they would normally not have access to with the exception of seeing them in a textbook or online. This instructional technique saves money and time which could easily have been spent on excursions.

2. Motivates learners and improves self esteem

Motivation is a basic element required for learning. Keller and Litchfield (2002) define motivation as a person's desire to pursue a goal or task. By implication motivation can either be intrinsic or extrinsic. Extrinsic motivation is stimulated by the learning environment while intrinsic motivation is innate. The instructional media must be designed to stimulate pupils' desire to learn. Smith (2010) cited in Barger and Byrd (2011) postulate that declining learner motivation indicates an eroding national work ethic. Conversely, IMT triggers extrinsic motivation which in turn excites intrinsic motivation which is the self drive. The self-drive boosts the self esteem which is ideal for understanding concepts. Research by Rodger and Withrow-Thorton (2011) in American schools show that computer based instruction promoted a more positive learning experience that further leads to a high degree of motivation to the user.

Fidanboylu (2014) the use of visual aids during teaching motivates the learners and reinforces the learned language. According to Jensen (1997), interactive abstract learning that includes the use of various media, such as CD-ROMs, the internet, distance learning, or virtual reality, utilizes the categorical memory and requires little intrinsic motivation. Virtual field trips enable learners to experience the sights and sounds of a far away location from their home or school (Hackbarth, 1996). Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal (Taiwo 2009). Wales, (2009) cited in Wambui, (2013) argued that the use of instructional material not only makes discovered facts glue firmly in the memory of learners but also makes learners enjoy participating in lessons and motivate them to repeat the activity during their free time. Nasibi and Kiio (2006) cited in Karanja (2015) say that instructional media are important in education because they motivate and encourage learners to utilize more than one sense hence increasing their attention and retention capacity. Anxiety and boredom can easily be relieved in learners by engaging them in purposeful, exciting, sequential hands on activities being aided by IMT. Being involved promotes interaction with peers and hence faster comprehension of concepts.

3. Bringing the world into the classroom

The Zimbabwean updated primary school curriculum endeavours to marry the classroom activities with the real world of work. So most of the tasks given in class are synonymous to informal sector activities. The country's employment scenario is highly informal. Young learners usually do not necessarily need to visit industrial sites to appreciate how the economy is being manoeuvred. Informal business can be noticed and witnessed at almost every household especially in the high density suburbs. The urban learner is at an advantage because of the rich visual exemplars experienced daily.

In the process of clarifying concepts teacher is forced to use IMT to reinforce, enhance, enrich and make meaning of the topical issue. A class does not necessarily need to make frequent instructional excursions to sites of curriculum interest, instead IMT can be encooperated to enhance understanding. Pictures and videos of curriculum interest can be downloaded from the virtual library in the comfort of their usual classroom. Onifade and Egunjobi (2003), describes a virtual library is a type of library operated digitally where computers and telecommunication technologies are used to access a wide range of information resources.

We live in a global village. Where distance has ceased to be of consequence as long as they is internet connection and other instructional media. Young learners can appreciate varied cultures of parts of Zimbabwe, African continent and the world at large without moving an inch. Pictures, videos and power point presentations can be deliberately integrated to achieve learning objectives. As a result, a positive consequence of utilizing IMT is that teachers must keep their materials and examples up-to-date.

Newspaper pictures and stories, magazine articles, radio, podcasts, television programmes, internet repositories are all rich sources of keeping up to date with the world events.

4. Preparing the learner into the real world of work

Attaining key content and facts is important for life at school and life after school. Young learners also need a deep, conceptual understanding that allows them to connect concepts and skills and apply their knowledge to different situations, and kindle new ideas (Winthrop & McGivney, 2016). When learners use objects from the real world, they are afforded an opportunity to connect what they learn in school and what they will experience in the real world of work. Brundiers, Wiek and Redman (2010) investigated opportunities to link classroom activities with the real world, they found out that, key competencies such as problem-solving and collaborative skills as needed for sustainability. Technology is so much a part of the real world that to limit its use in the classroom is to limit our learners' ability to compete in the world.

Aborisade (2013) identified three key components of effective teaching. These are technological, content and pedagogical knowledge. Such technological knowledge helps by involving learners in practical work which creates a lasting impression as well as help in problem solving and making learning more meaningful for both the fast and slow learners (Ratiu and Anderson, 2014). However, Eady and Lockyer (2013) point out that, it is important not to use technology for its sake, but rather to embed technology appropriately. Just as teachers keep up to date with curriculum developments, new educational policies and advances in the art and science of teaching practice, they keep up to date with the technological tools that are available to them. This means that sometimes experimentation and trial and error are just as important as experience in what influences teachers' lesson plans. Expertise is a useful resource in curriculum and if it is not met, curriculum implementation will be ineffective. Experienced and competent teachers have suddenly become inexperienced and incompetent due to the introduced curriculum which has deskilled them. Negative attitude towards the curriculum has further frustrated both the teachers and learners alike. The community also feels that the school is hopelessly failing. Given this state of affairs, the teacher loses his/her professional self-respect and may either work hard in order to acquire the new skills or just ignore the change and go on as usual (Stenhouse, 1975).

If the intended task can be easily done using paper and pen, then there is no need to use computer technology. Allow learners with advanced technological applications knowledge to teach peers and the teacher as well, where necessary. Technology is not limited to the classroom walls, drill and practice tasks can proceed wherever and whenever.

5. Encourages active and collaborative learning amongst peers

Applied learning, active learning participatory and collaborative learning are contemporary learning traits encouraged in the updated curriculum. Eady and Lockyer (2013) argue that, with technology in our classrooms, collaborative learning is also possible through many different means or modes, such as online discussion groups, interactive platforms and online classroom environments. These environments allow learners to work together on group projects; publish on wikis and blogs; solve problems; on discussion boards, have debates and study teams; in online classrooms; and participate in other activities in cooperative ways. IMT offers both cognitive and affective experiences as it can **provoke discussion, encourage assessment of one's values, and an assessment of self** if the depicted scenes have strong emotional content.

Teacher can measure reading intonation, speed, accuracy, phrasing and emotion by simply recording learners' attempts on audio recorder which can be simple smart phones. This can be attempted in language lessons like ChiShona, IsiNdebele and English. Recorded data can be constructively criticized as

a review lesson by the whole class. When learners are using technology as a tool or a support for communicating with others, they are taking an active role rather than the passive role of recipient of information transmitted by a teacher or textbook. Technology use allows the learner to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support learners in performing real tasks, the learners are in the position of evaluating their progress. Young learners and adults are more successful when they can communicate their ideas to others, collaborate to accomplish joint goals, negotiate when partners disagree, and take leadership when necessary to help move a team forward (Jones, Greenberg, and Crowley, 2015).

6. Helps to maintain discipline

The classroom can be a deterrent for those that want to abuse the internet and other technological media. Teacher and learners can come up with ground rules on how to behave on the internet. If the ground rules are collectively agreed upon, learners are likely to adhere. Technological media can also help to draw pupils' attention and improve classroom discipline (Reeves, 1998).

Boredom is the main cause of indiscipline; learners need to be occupied with stimulating tasks that can keep their minds occupied. Use of tablets and laptops in the instructional process greatly enhance young learner's zeal to learn. Tasks and activities which are game based will definitely prolong learner's attention span because naturally, they learn best through play.

Family, Religion and Moral Education syllabus is significant in the development of moral responsibility and behaviour, capacity for discipline, a sense of sound ethical norms, values and goals. It is meant to develop in learners, the skills of problem solving, decision making, social consciousness and self-identity among other skills.

7. Encourages subject matter mastery and critical thinking skills

Facione (2007) clarifies critical thinking as how you approach problems, questions, or issues and it is the best way we know of to get to the truth in common situations of real life. Pithers and Soden (2000:238) affirm that learners are expected to learn not only the specific contents of a discipline, but also, "to develop generic abilities which can be deployed flexibly in a wide range of work and life context." Critical thinking is a life skill which can also be developed in the primary school through the aid of instructional media and technology.

Work cards with open ended questions can be paused and the instructions are to work independently or in small groups. Brainstorming can be key to critical thinking development. Learners need to right down possible solutions, analyse and come up with improved solutions. However, critical analysis skills cannot be developed on an empty slate. Teacher can only give tasks after a teaching moment or topic review.

Chinooneka and Mupa (2015) discovered that teachers' failure to use a variety of media in the teaching and learning process resulted into failure in grasping basic skills of reading and writing. The use of instructional media makes the learning process more effective because it builds greater understanding, reinforcement and retention of the subject matter (Ayot, 1984 cited in Ngussa, 2015). Olayinka (2016) conducted a study in Nigeria which revealed that pupils taught with various instructional materials have excellent achievement as compared to those taught without various instructional materials. Wambui (2013) argue that adequacy of instructional media contributes to improving pupils' participation as it exposes learners to the real world of learning as well as building understanding and retention, because when things are seen, they are more remembered than when they are simply heard.

8. Appeal to multiple sensories and learning styles

Generally, human beings use one or more of the five senses (sight, hearing, taste, touch and smell) to learn. Through use of instructional media and technology, more than one sense is activated in the instructional process. Also, all learning styles which include kinaesthetic, auditory and visual are catered for depending on which IMT have been chosen by the teacher. Providing a rich learning experience through use of varied multimedia technologies keeps learners focused and engaged in learning. Just by watching a documentary sense of sight and hearing are triggered. Working on an open ended task using a computer, sense of sight, hearing and touching are triggered and all learning styles are catered for. Sampath (1984) in Sakat et al. (2012) posits that, people learn through senses and each sense has a different learning percentage. The sense of sight constitute the greater part of all the senses at 83%. The fact that the sense of sight occupies the greater part of all the sensory organs in the instructional process implies that visual media should be emphasized. Greater emphasis during lesson planning should be towards meticulous choosing of IMT that encourage multiple sensory interactions so as to equally appeal to all learning styles. Learners understand concepts better when they interact with IMT that appeals most to their learning style. Fortunately, most of the computer technology appeals to all learning styles because of its multimedia traits. Most IMT promotes learner centred approach to learning, where discovery and active learning dominates. The teacher's role is mostly that of the coach and facilitator.

VI. CONCLUSION

Cited researches from Zimbabwe indicate that teachers are encountering problems in the implementation of the updated curriculum. The primary school teacher is assumed to be a specialist in all the subject areas in the curriculum. The experienced teacher has been deskilled because most of the teachers were never in-serviced on the new needs of the curriculum. The updated curriculum requires the teacher to be IMT conversant. To prepare the 21st compliant young learner

for the real world of work, the teacher is forced to harness the power of IMT. Yet, resources on the ground show otherwise.

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