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IMPACTS OF USING MEDIATED TEACHING TECHNIQUE FOR A CHILD'S TRANSFORMATION

Prof. Canice Chukwuma Nwosu & Okeh Celestina Onwuka
Department of Theatre and Film studies, Faculty of Arts, Nnamdi Azikiwe University, Awka.
celeokeh22@gmail.com; 08063843009

ABSTRACT

One of the major objectives of education has been to train a child to conquer the world about him. For this reason, it is necessary to consider the techniques and forms of teaching from pre-schools to higher schools. Traditional, which is the old method of imparting knowledge is weak and insufficient to match the changes of our time. Therefore, the problem of this study is the boredom experienced by learners taught with the traditional teaching technique and its limited pedagogic impact in the face of geometric digitization of the contemporary society. The active use of media technique specifically animated film is considered a method that will help children away from passivity to active learning. This study aims at evaluating the potentials and transformative impact of mediated pedagogy for the child's transformation. Using four animated films, the study is set to establish the impacts of animated film on children's transformation. This work is based on the Reuven Feuerstein's Mediated Learning Experience theory and Jack Mexirow's Transformative Learning theory. Both theories emphasize that the learner's needs and abilities are the central issue of planning and achieving effective classroom instruction. The researcher adopted mixed methodological approach for this research since it involved collection of qualitative and quantitative data from a sample that was drawn from a given population. The findings showed that a strong participatory method of teaching like animated media, when used effectively, will take care of the children's hopeful feelings about potential and the future more than traditional method. The study recommends that animations be properly linked to existing curriculum as a vital medium of imparting knowledge to children to help improve the quality and standard of education in Nigeria and inculcate cultural identities and values to our young children. This study concluded that educators are not to do away completely with traditional teaching techniques but instead to update their current style of teaching to include mediated technique.

Keywords: Impacts, mediated, teaching techniques, transformation.

Introduction

The classroom is a dynamic environment where children from different backgrounds with varying abilities and personalities are brought together. More than ever, people are talking about education and what it means to be educated. Being educated should not just be about being able to read or write. It should encompass the ability to think critically, creatively and even radically. Advent of technology has changed the game. Consequently, demands of learners requiring new methodologies of instruction and connection present growing challenges in the modern classroom. Being an effective teacher needs application of creative and innovative teaching techniques in order to meet learners' needs. If we are educating for a world that will not go into extinction, then we need to rethink on how well to go about our education programmes. One of the major objectives of education has been to train a child to conquer the world about him, for this reason we need to consider

the techniques and forms of teaching from pre-schools to higher schools. We are in a world that keeps changing and so we need new ways of living and thinking for a better world. Teacher's classroom practices for a long time have remained static which is not supposed to be since other inputs such as learners and contents in the learning process are dynamic.

New ways of making teaching and learning more fun, effective and relevant to the tremendous problems of global society and personal change in the new millennium becomes most needed as the old method of imparting knowledge is not sufficient to match the changes of our time. The educational framework suitable for these changes must be transformative and go beyond the traditional method that has been in use centuries ago. The traditional method of teaching can no longer maintain its purpose and so faces lots of criticisms hence needs to be transformed or restructured. According to Mary Mcleod Bethume "We have a powerful potential in our youths, and we must have the courage to change old ideas and practices so that we may direct power towards good ends" (www.inspiringquotes.us). A new approach has to be considered. Tonder in support of the above pointed out that transformation has become one of the most used change concept of our time, but researchers and practitioners seldom pause to consider the meaning of this concept more explicitly. What this means here is that the limited view of teaching as presentation of knowledge no longer fits with current understanding of how and what learners learn. Instead, instruction should help learners build on prior knowledge to develop attitudes, beliefs and cognitive skills, as well as expand their knowledge base. Teaching styles in many schools and countries are still traditional and fairly authoritarian which do not allow learners develop their potentials. This is contrary to a child-centered classroom that encourages children to explore their environment, make discoveries, express their views, make their own meanings out of what they have discovered usually through connections with what they had previously known or observed. Therefore, it is imperative that the traditional teacher-centered pedagogy needs to be changed to innovative, participatory and learner-centered pedagogy which facilitates active student learning rather than promote passivity and rote memorization.

The truth is that we are transforming teaching all the time. As a modern world shifts, our practices move naturally into exciting new realms of learning and living. Webster's dictionary defined transformation as any change in an organism which alters its general character and mode of life. Transformation can as well be seen as a dramatic change in form and appearance and the process of changing from one qualitative stage to another. As a process of transformation from one state to another, it can apply to an individual, an organization or the product and service supplied by an organization.

Therefore, quality methods of imparting knowledge effectively to learners especially the growing minds should be taken seriously. Obadiegwu (2019) in his view concerning this opines that for learning to be viable, the present classroom method of instruction should be replaced with a more vibrant alternative that is inclusive of students' contribution to their learning needs, if we are to empower them for their transformative development. If education is to meet the set objectives in this era of globalization and sound education attainment, the importance of transforming the children through educational animated pedagogy cannot be overemphasized. It is simply a technique that has to do with supporting

teaching and learning through the use of animation for the purpose of facilitating learning. Education has to be geared towards producing individuals with independent thinking ability. That is what the King of Reggae, Late Bob Marley advocated for long ago in one of his songs, where he said that we need to emancipate ourselves from mental slavery. One of the purposes of quality education should be to achieve this liberation of the mind.

Young people entering primary schools today have grown up in a multi-media environment, yet the classroom activities they most often encounter reflects conventional pedagogy. According to Buckingham (2003), there is a paradigm shift from making documentaries more widely accessible for use in the classroom; describes a pedagogical strategy for connecting a critical media literacy-"reading" of documentaries with more traditional reading of written text; investigates the effectiveness of this method to engage young minds through critical media literacy in ways that encourage transformation. In the same vein Renee Hoobs(2007) stated that media literacy is a significant way to change young minds to understand the constructed method of media like animation and how that might influence their own beliefs about themselves and others. Media literacy enables young minds to look upon the world and its representation by the media with a critical eye by providing them with specific skills, tools and techniques. Media literacy empowers young minds to understand and actively participate in discussions about government and politics, including using the media to make their voices heard. This is necessary as every child has dreams, aspirations and needs the motivation and transformation to realize these dreams. Children are encouraged to take charge of their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values and attitudes.

The major interest in the transformation of a child is on discovering the characteristic change in appearance, behaviour, goals and interests as the child passes from one period of life to another. As children grow and develop, they take in information and acquire knowledge at a rapid pace. As they develop their cognitive abilities also, they internalize new information and add it to what they already know. Children's minds are still developing and the idea of how the world works comes from experience, attitudes and behaviours that are in their environment. Television and cinema make up part of this environment. Films on television and cinema transmit experiences, attitudes and behaviours that children copy. Recent studies show that there is a more complex interaction between media and society. Children form part of society, therefore the overall effect of media on society cumulatively has impacts on them. Studies have it that those children between five to twelve years gain ability to imitate behaviour and events that they come across every day. Therefore, the characters in the films may turn into role models that affect a child's social, mental and psychological state. These children do not merely watch films but grasp what they see and obtain information.

Animation is an influential form of expression with both manipulative and critical potential. It is a form of expression capable of involving the viewers in a complex sensory engagement. Children are more likely to be impacted by the films they watch than older adults because they are still developing and shaping their world views. Since they are still being socialized politically, they are more likely to observe all sources of influences including influences from animations.

Whether the influence lasts years, decades or lifetime, the influence of movies along with other factors may be quite substantial.

Children can be effectively transformed through mediated pedagogy, like animation. Cole and Bradley (2016) in support of the above submission opine that a pedagogy of cinema works through the relationships, between recoding an image to explore the societal, psychical and political ramifications for education. Freire (2003) in his view described critical pedagogy as "A teaching approach which attempts to help students question and challenge domination, and the beliefs and practices that dominate them. It tries to help students become critically conscious" (online). He continues that it is the over aching concept which refers broadly to the deliberate process of cultivating development within a given culture and society. Pedagogy has three basic components such as curriculum (the content of what is being taught), methodology (the way in which teaching is done) and techniques for socializing children in the repertoire of cognitive and affective skills required for successful functioning in the society that education is designed to promote. The underlying question of this research then is what are the impacts of using animated teaching technique for child's transformation?

Animation is considered an effective learning tool that attracts attention, engages the learner and sustains motivation aspect. Animated learning modules enhance the innate creativity quotient in learners during the growing stage. Theatre pedagogy which has its root in drama and stagecraft works to educate people outside theatre domain. The major aim of theatre pedagogy is to bring about change in understanding the world around us.

Animated teaching which is a form of media teaching is expected to facilitate learning and has been seen as a positive development and a form of advanced schooling for the future. Children easily get attracted to the well structured graphics, melodious music and songs and colours used in animated films which help to retain their interest. Keating (2011) explains that electronic media in particular, has become so powerful over recent decades that it has morphed into a master social and physical development through incorporating onto a child what they want them to believe and value. Media teaching in schools as field of research is still a new area of study. Conditions for schooling in our country are challenging in many ways. The groups of teachers in the country are varied in the sense that while some have teacher training, many others are without teacher training, and often work with limited resources. Also there is a great downturn in the reading culture of our children today due to digital revolution. Therefore, media teaching like animated teaching could be an alternative and effective tool to share teaching resources and raise the quality of teaching from pre-school up to tertiary levels of learning.

Research Methodology

Mixed method approach of research was used for this study since it entails the collection of qualitative and quantitative data from a sample that was drawn from a given population. Qualitative design aims at understanding and answering how questions. Quantitative has to do with administering pre and post tests both at the beginning and end of the research. The tests questions covered five areas of understanding, remembering, analyzing, evaluation and applying of Bloom's taxonomy.

Sample and Sampling Techniques

The sample population for this study was one hundred and sixty pupils (160) made up of sixty-two (62) males and ninety-eight (98) females selected from four

primary schools. The researcher applied purposive and convenient sampling techniques by choosing children from 7-10 years old from basic three in the four primary schools. This group of pupils was selected because it is the age of observation and imitation. At this level, children are more inquisitive about what is happening in their environment.

The Impacts of Animated Films on Children's Transformation

Animated films have been and will continue to be an inevitable part of the daily lives of children in Nigeria and all over the world. Children have become much more interested in animated films over many years and it has become a primary action to some lives. They spend most of their free times watching their favourite characters on television and get glued in front of television set for long hours. As these children are growing and developing, they obtain information and acquire knowledge at a very rapid pace. At the early stage, a child's mind is still developing and so the idea of how the world works comes from experiences, attitudes and behaviours that are in his/her environment. Because television forms parts of this environment, animated films on television transmit experiences, attitudes and behaviours that children imitate or copy. Iroh (2017) in support of the above argues that television has the capacity to reach multiple intelligence of the learner through the effective combination of multiple symbols like spoken language, text, still images and then a medium that relies on any of the above.

In the modern age of education, children increasingly demand engaging customized multimedia content. Animation constitutes a powerful pedagogical tool by combining audio messages with tailored visual cues and graphics, to serve the dual functions of explaining complex concepts and engaging learners' interest in the learning process. Chelsea Liu Philip Elms agrees to this by saying that animated instructional videos enhance students' learning experience, including increased engagement and interests, improved understanding and greater flexibility in self directed learning. Additionally, character design, voice acting and dialogues in animated videos are found vital in improving learners' engagement.

Cartoon animations have great impacts on children's minds because all children love to see cartoon. They like to watch the cartoons on television rather than to do any physical activity. Ruchi (2014) in her view explains that children while watching cartoons, their brains processes graphic images, educational information and other acts. These brain stimulating factors have both negative and positive effects on children's development. In the classroom, sleep deprivation and good sleep habits remain as pervasive challenge among primary school pupils. According to Salim Surani, Saherish Surani and Sara Surani (2015), administering an animated video about sleep education along with a provider based education may be an effective tool for educating primary school pupils and decreasing the prevalence of these sleep related issues. Sleep deprivation and sleep problems are common among middle childhood and adolescent. Sleep deprivation occurs when one does not get enough sleep. It can also lead to impairment of the cognitive function.

In support of the above assertion, Kuchimanchi (2013) opines that traditional ways of giving a lecture using text books and blackboards don't really convey the complete gist of a lecture sometimes and sometimes long lectures bore students and they get diverted easily letting them loose concentration. If the same lecture is given with animation clip as a reference, they

will not lose concentration as animations are interesting. They can be fun and informative at the same time. Animations today are not just confined to movies and video games. The areas of its applications are boundless and one of those areas is education. One of the reasons animations are now found so widely is that many people believe that animations can help learners come to understand complex ideas more easily. The process of teaching and learning gets a whole new experience when animations are used during the process. Both the teachers and the learners as well find it more comfortable to explain or understand a topic. The process not only makes the topics or concepts clear but also helps the learners memorize them for a longer time. Human beings have a very good pictographic memory, the more you make use of this, and the better the information is stored.

In the same vein, Derzyan (2019) points out that animated films like cartoons are more attractive for children. They influence child's perception of the world, the formation of values, and the upbringing process. In the course of socialization and as a result of it, a child acquires some knowledge, experiences, skills that contribute to his integration into society, understanding the laws, rules and moral norms society. In spite of the fact that socialization continues throughout the whole lifetime in the first stage of life, that of childhood is more important because due to the biological and genetic peculiarities, child's first years impressions form his personality, character, preferences and behaviour. Currently, educational use of animation is to fulfill a cognitive function and as an affective learning tool that attracts attention, engages the learner and sustains motivation aspect in the classroom and children with learning difficulties of various kinds are included in the social and learning communities in the classroom. Sharing the viewing experiences makes every learner to feel included, acknowledged and integrated in the learning.

The Center for Education and Animation highlighted that a powerful education tool as animation can be used in all subjects as a teaching tool. It should complement written language where instead of writing a transcript of things, you animate them. Animation as a learning tool can help to create children that are able to solve problems in a much more flexible, creative and collaborative manner. It can also make children more aware of media that they already spend much time on. It can provide academically weak students with more successful experiences in teaching because they obtain a whole new language. Animated films help in the high increase in the level of language development and grammatical capacity of the learners. They can expose children to different languages thereby helping them in developing their linguistic abilities. Watching animated films produced in their native tongue for example, can help them learn the language better and easily. Children learn their own language as well as foreign languages from cartoon series.

Currently, there are TV channels that broadcast cartoons non-stop. Watching animated films help children to increase their imagination and creativity as the animations in them make a child more creative. This is in line with Iroh's submission citing Sabina Nwana that "Television stimulates, guides thinking, foster imaginative and creative development of the learner" (80). They make children to be able to think of new ideas, as they get inspired and come up with new stories or network based on the cartoons they watch. Animated films promote laughter and relieve stress. Children find cartoons amusing and often laugh out loud at the antics of the cartoon

characters. It is believed that laughing is a good stress booster and a confidence builder. It also boosts immunity and causes the release of endorphins that cause us to have positive feelings. Furthermore, watching animated films can help children get an early start on learning. This can be seen especially in the case of educational cartoons that teach shapes, numbers and colours. Such cartoons can teach things to colours. Such cartoons can teach things to children in a fun and interactive way thus making learning an enjoyable activity. The moving, talking, and colourful visuals make learning interesting for children.

Watching animated films can help develop children's cognitive skills. It can help to develop logic and reasoning ability, visual and auditory processing and selective attention of children. Cartoons are great ways to teach and transform children about local customs, traditions, history and mythology. They also learn good morals, kindness and compassion from watching animated films. Keating (2011) asserts that through the multiple components of media/ television/DVDs/computers… media is able to retain substantial spheres of influences over people especially children. Keating continues that "Electronic media in particular, has become so powerful over recent decades that it has morphed into a master social and physical development through incorporating onto a child what they want them to believe and value" (294). The relevance of animated media technique in education cannot be overemphasized. It does not only affect the cognitive but the affective and psychomotor domains of education are affected as well. The films used in teaching enables them build confidence because they stand before other children to express their issues thereby improving their self expression. The improvement of self expression increases learners' interaction among themselves and the entire society. The children's interactions increase the good relationship and harmony in the school environment. Constant use of animated films enhances the learners' communication skills as they gain courage through imitation of animation characters. Animations provide interactive platform that encourage learners to give interesting and engaging class presentation. It's a very interesting way to motivate learners to put more effort in their presentations. Animations provide children with a shared experience. Children learn much about certain behaviours when they watch them in a group setting. Animated films serve as engaging experiences that help them develop new ideas, strategies and debate with each other constructively. Sharing the viewing experience makes every learner.

Due to different educational skills gained through the use of animated films in the classroom, children are prepared for the next level of education. The use of the films engages them practically because the films are multi-sensory teaching tools. Children see their favourite characters, hear them and talk about the viewing experience with friends, mates and teachers. The practical skills so provided improve the learners' technical skills for practically based disciplines which will help to solve different problems that might affect them in school. After animated lesson, children are asked to write about their favourite characters or draw them hence weaving their psychomotor and cognitive skills. This is another artistic way of self expression by the use of some coded information in the films, the learner gets to interpret some hidden facts through the continuous exposure to such words and objects, the learner's interpretation ability is increased and thus builds on the learner's level of critical thinking. The relationship the children develop with the habits of animated characters can be cultivated and used to help them refine

social and critical thinking skill that will support healthy relationships with themselves and others throughout their life time. For instances, teaching empathy to children will be more effective using animated films. By viewing characters in films with empathy they learn what sadness might look like in their friends and how friends help one another and so might learn to do the same. In animated media, children's knowledge is explored by posing the subject matter itself as a problem through questions. Opening a class with a problem invites learner-centered dialogue to start.

Alexandra K. Trenfor says that the best teachers are those who show you where to look, but don't tell you what to see. Children's perceptions are laid as foundation and as their views are shared, the teacher uses them as the material into which further problems or knowledge are structured. Through problem-posing dialogue, they can gain skills and information without which the classroom will be dominated by teacher-talk. Both the teacher and learners become researchers in the learning process to discover how teaching and learning are progressing. With the use of images, audio, movements, concepts that may appear intangible and difficult to understand through verbal instruction will be made clearer. Learning through animated media has no age limit and for that reason can be used for early childhood, in primary, secondary and higher institutions.

Besides the numerous positive impacts of animated film on children, there are also negative effects of these films on children. Agoha (2017) supports the assertion by saying that animation is one of the known programmes tailored towards children, and it has been observed by many scholars and practitioners that animation has influence on children who perceive it and this influence could be positive or negative. The influence talk about here starts as early as at one year or below. When a child is exposed to all sorts of programmes and activities that are lewd and disastrous to his development, their imagination and character building will be badly affected. In view of this Anisha (2018) explains that watching cartoons which depict violence can encourage children to become violent in real life. Children may believe that no one gets hurts or feels pain since cartoon, characters escape unscathed after experiencing violence or an accident. For instance, they watch characters fall from heights often without any real consequences. Also some cartoons especially from the western countries, promote unruly behaviours and lack of empathy. There are several animated films which show characters displaying rude or disobedient behaviour towards the elders and teachers. Children mimic this behaviour and challenge their teachers and or parents when they are disciplined for bad behaviour.

There are also several animated films which encourage anti-social behaviour and give wrong messages to children. There are some cartoons that contain sexual intimations and promote harsh or aggressive behaviour. These can affect children's behaviour and make them think it is normal to be violent or aggressive. It makes children less sensitive to violence and increases their desire for violence in real life. Cartoon characters manage to survive actions which are unrealistic message to children who might believe that when you hurt or kill someone, he or she would remain unharmed. Too many hours of sitting in front of a screen watching cartoons can cause several health issues due to inactivity and sedentary life style. These include obesity, vision deficiencies, nervousness, and being always ready to fight. The American Academy of Child and Adolescent Psychiatry (AACAP)

strongly believe that television does influence the behaviour of children as young as one year old when it says that children who view shows in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see. The children's moral reasoning at this their early stage is still primitive. They need to develop strong empathy which will enable them evaluate the contents of what they are watching. These children are still in pre-conventional level of moral reasoning, so they form judgments based on what they see or hear. If not properly guided, the direct consequences of the action they see in animated films and want to imitate can be dangerous. This is because they cannot differentiate between real life and fiction, what is wrong or right.

Even though animated films promote language development, some of them also use foul language that is unfit for children who are impressionable, and may start using the bad language in real life. Children often idolize their favourite cartoon characters and imitate them or inspire to be like them. Khaled and Tarek (2005) noted that:

> Child's brain at early age always seek new experiences, that is why what is delivered in cartoon gets toddlers glued to their chairs while watching animated series. A well written scenario, right audio and visual effects and a decent looking character, are all the main factors for the child to get stuck for the cartoon hero, and enough for his brain to begin automatically following his part and trying to be a copycat even for the finest details, including way of speaking, thinking, language… and even the way of dressing up (54).

The object of their admiration would be a misleading role model who displays insensitive behaviour towards fellow beings. However, there are measures that can be applied in order to correct these negative impacts on children such as selection of educational cartoons, using monitoring application, watching the films with children, explaining the difference between cartoons-activities and reality and limiting the number of hours they spend watching these films.

Discussion of findings

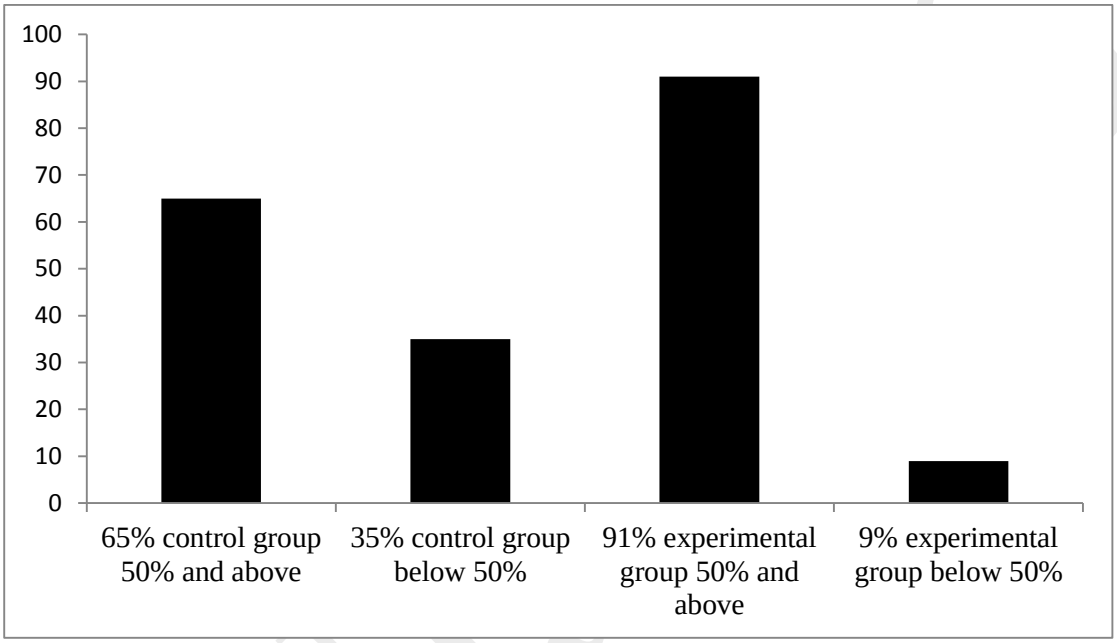
Understanding of the lesson

Schools	**Control group 50% and above**	**Control group below 50%**	**Experimental group 50% and above**	**Experimental group below 50%**	**Total**
Kings and Queens	16	6	18	0	40
Great Elite	16	10	13	1	40
Central school	12	0	24	4	40
United primary school	8	12	18	2	40
Total in figures	52	28	73	7	160
Total in	**65%**	**35%**	**91%**	**9%**	**200**

percentage					

In this table of the post test, the control group had 52 pupils who participated in the group scoring 50% and above in the post test which is an average of 65% in understanding of the lesson while 28 pupils scored less than 50% representing 35%. The experimental group had 73 pupils scoring 50% and above which is an average of 91% of the participant

s in the group and 7 pupils scored less than 50% representing 9%.



Graph of percentage distribution of post test on pupils' understanding

To answer this question, reference of table 1 in the distribution of the post test analysis on the pupils' understanding has to be made. That section was where the pupils were tested on ability to state main themes, describe and demonstrate their understanding of information gathered in the lesson process which will show the impacts of the media technique on them. The experimental group, having been exposed to stimuli, understood the topics of the lessons more than their counter parts in the control groups. In the four schools visited, out of 80 pupils, 52 pupils who participated in the control group scored 50% and above in the post test which in an average of 65% while 28 pupils scored below 50% representing 35%. On the other hand among 80 pupils in experimental groups, 73 pupils scored 50% and above which is an average of 91% of the participants in the group while 7 pupils scored below 50% representing 9%. From the above analysis the pupils in the experimental group scored higher in the post test than the pupils in the control group. It is clear that those in the experimental group understood the lesson better showing that what they learnt can transform them.

Conclusion

Animated film has been shown to be very effective in child's transformation and has many functions to play in the educational field. Mediated teaching technique is an outlet for self-expression and communication. Fluency in speech, self-knowledge and self confidence are cited among the personal attributes that improve greatly through children's involvement in mediated learning.

It is obvious that the purpose of mediated teaching techniques is to use natural technique to facilitate learning in an unlimited number of areas. It becomes very necessary to give a listening ear to children and encourage them to do things their own way though under the guidance of adults (mediators). These adults therefore need to show support for the learning process by appreciating and giving support for children's efforts. Young developing children are so much dependent on the other members of the society and so have a lot to learn for survival. Involving them in mediated learning process will go a long way in bringing out the best potentials in them for positive transformation. This technique involves adequate guidance from adults, receiving training, developing skills, being able to critically analyze issues, expressing opinions, taking a stand on issues and being able to take action.

This study is advocating that young people should be given the opportunity to develop the skill they need to become influential and contributing members of the society. This opportunity will help them learn to take responsibility of their own affairs. When children are engaged in mediated learning activities in a free and safe environment, their ideological and aesthetic experience are sharpened, they get motivated to do things their own way thereby building more confidence and high esteem. Nigeria needs people that will stand firm on the right path to get the positive change that is being clamored for and this can be achieved by involving children in participatory lessons that will empower and direct them towards the right channel. Children are the most active segment of any society imbued with relentless energy, vigour and drive. They are the major catalyst for development in any given society, and are indeed the greatest assets of any nation. Mediated learning encourages psychological empowerment of young children which enhances the individual's consciousness of problems and solutions: This technique aims to create self confidence and give children the skills to acquire knowledge.

Recommendations

Having seen the effectiveness of using mediated teaching technique towards a child's transformation, educators who handle children especially at basic levels should get them involved in a learning activity that will enable them participate fully. It has been observed that animations if properly linked to existing curriculum become a vital medium of imparting cultural identities and values to our young children. This study strongly recommends the case study based teaching and learning practice to complement the traditional technique in classroom learning. Also, it recommends that there would be enriched curriculum which will be geared towards all round transformation of child using diverse techniques to develop inquiry mind in the child as it motivates the child's learning ensuring the use of teaching and learning strategies that promote thinking skills and the application of knowledge.

Curriculum planners should ensure that a well coordinated curriculum is in place that sets high expectations for academic achievement at every level. A real transformative is one that will lead to rapid improvement in academic outcome. The study is advocating for the use of educational animations as teaching

material through mediated pedagogy for all subject. Let everyone's goal be to encourage children's satisfaction in constructive or collaborative learning among peers. Policies geared toward integration of animations into education curriculum would serve as a catalyst to bringing out innate potentials in young children through mediated learning. This cannot be achieved if trained personal are lacking in the educational institutions. This research therefore advocates for the employment of experts in the use of animations in schools to help in the sustenance of mediation in teaching and learning processes. In the course of this research, the researcher discovered that majority of the schools she intended using for the experiment lacked the required facilities for the project. As a result, this study recommends that government should provide facilities to be used in classroom for teaching children and improve the school environment for more efficient and effective teaching - learning activities.

Finally, the study recommends that teachers be trained on using mediated teaching technique through seminars, workshops and so on. There is also need for more research to be carried out on the effectiveness of the media techniques for child's transformation in other public and private primary schools across the country or Africa.

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