Chapter 2

Opportunities and Challenges in Educator Development:
Audiovisual Media Communications and Multiple–Multimodal Skills

Constantinos Nicolaou

https://orcid.org/0000-0002-6737-1653
Aristotle University of Thessaloniki, Greece

ABSTRACT

This chapter presents and highlights the potential opportunities and challenges that arise in educator development in the visual-centric and modern lifestyle of the 21st century. More specifically, it seeks to explore this position through the lenses of audiovisual media communications and multiple-multimodal skills. The purpose of this chapter is to awaken the educators in order to re-approach their role and adapt their teaching style. Furthermore, its latent objective is to present the role of technology-enhanced learning in facilitating the internal education quality assurance process. Finally, this chapter also addresses issues of teaching methodology, aiming at quality and efficient teaching in education.

INTRODUCTION

Nowadays, in the 21st century, we live in a meta-transitional world as a novel today's society in which technological knowledge is prevalent. Unfortunately, numerous humans believe that technology has already destroyed human civilization, while the primary values and ideals are already counterproductive and no longer unmatched,

unparalleled, and confronted. Additionally, they also believe that the archetypal skills and abilities tend to be eliminated, while what we now call *social media* (see also Aichner et al., 2021) has led humans to believe that there is a virtual equality among them (see also Nicolaou, 2021a, 2021b; Nicolaou & Karypidou, 2021). Indeed, all of these have been rapidly rekindled in recent years in conjunction with the growing tendency of skepticism against scientific research as well as the proliferation of misinformation, fake news, and conspiracy theories (such as, for example, the case with the outbreak of the COVID-19 pandemic) (cf. Shutaleva et al., 2021; Kefalaki & Karanicolas, 2020; Katsaounidou & Dimoulas, 2019), aided in part from and through the technology itself as an emerging assistive technology trend and technology-enhanced development. Overall, all of the aforementioned exemplifies a common situation in today's 21st century society where, unfortunately, the advancement of technology creates one or more problems that can fortunately be solved primarily from and through utilizing media technology that combines audio content or even visual content (i.e., audiovisual content) in the framework of educational process by the educator.

Currently, it is a fact that the novel society in which we live in is, on the one hand, highly technologically visualized and digitally enhanced making our lives better and more prosperous; however, this situation requires that we—especially educators— have sufficient technological knowledge, attitudes, values, and new, more modern and advanced skills from and through the audiovisual media and communication technologies (audiovisual media technologies from here on) to be able to survive and succeed in this meta-transitional real world (cf. Chakravarti & Stevenson, 2023; Jeljeli et al., 2022; Nicolaou, 2023b; Nicolaou & Karypidou, 2021; Nicolaou et al., 2021b). On the other hand, in addition to the continuous use of audiovisual media technologies (including media technology, e.g., data storage devices, art media technology, print media technology, digital media technology, electronic media technology, etc.), educators must be able to apply them with thoughtful and effective manner as well as be receptive and maintain a positive outlook on any emerging innovation (Nicolaou, 2023b, 2022; Nicolaou et al., 2019).

Undoubtedly, audiovisual media technologies and audiovisual content (henceforth, audiovisual media communications) are possessed from communicative features and contemporary trends, approaches, and perspectives (cf. Dimoulas et al., 2018, 2015, 2014; Nicolaou, 2021a; Matsiola et al. 2018; Sarridis & Nicolaou, 2015), which, if properly utilized in the framework of learning methodology in teaching, can cause an active and interactive teaching and learning (Nicolaou et al., 2019; Nicolaou, 2022). Similarly, in the educational process as well as in the various educational professions they can be employed by the educators to teach more effectively in a technology-enhanced learning environment, while they can also acquire a wide range of other highly effective skills (Ewing et al., 2018; Frolova et al., 2020; Nicolaou et

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/opportunities-and-challenges-in-educator-development/325813

Related Content

An Online Course Design for Inservice Teacher Professional Development in a Digital Age: The Effectiveness of the Double-Layered CoP Model
Kyungmee Leeand Clare Brett (2019). *Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications (pp. 329-356).*
www.irma-international.org/chapter/an-online-course-design-for-inservice-teacher-professional-development-in-a-digital-age/215573

Assessment and Culturally Relevant Inclusive Education: The Case of Tanzania
Angi Stone-MacDonaldand Japhari Robert Shehaghilo (2019). *Global Perspectives on Inclusive Teacher Education (pp. 228-245).*
www.irma-international.org/chapter/assessment-and-culturally-relevant-inclusive-education/222685

Understanding Culturally Responsive Play Through Drama-Based Pedagogy
Holly B. McCartney, Joshua Rashon Streeterand Aaron T. Bodle (2020). *Professional and Ethical Consideration for Early Childhood Leaders (pp. 287-304).*
www.irma-international.org/chapter/understanding-culturally-responsive-play-through-drama-based-pedagogy/256297

Preparing Next Generation Elementary Teachers for the Tools of Tomorrow
Oliver Dreon, Jennifer Shetteland Kevin M. Bower (2018). *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications (pp. 2224-2240).*
www.irma-international.org/chapter/preparing-next-generation-elementary-teachers-for-the-tools-of-tomorrow/203281

Embracing the Inherent Messiness in Urban Education: Learning From a STEM and Leadership Program

Inese Berzina-Pitcher, Akesha Horton, Leigh Graves Wolf, Christopher D. Sealsand Punya Mishra (2019). *Handbook of Research on Educator Preparation and Professional Learning (pp. 60-83).*

www.irma-international.org/chapter/embracing-the-inherent-messiness-in-urban-education/227997