COMPARING THE EFFECTIVENESS OF STATIC AND DYNAMIC AUDIOVISUAL IN AN ADDITIONAL GEOGRAPHY LESSON IN ONE PATHWAY COLLEGE IN JAKARTA

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COMPARING THE EFFECTIVENESS OF STATIC AND DYNAMIC AUDIOVISUAL IN AN ADDITIONAL GEOGRAPHY LESSON IN ONE PATHWAY COLLEGE IN JAKARTA

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ABSTRACT
Students are now used to using audiovisual platforms to learn as they once were forced to adapt to this type of learning due to face-to-face lessons were impossible at that time because of the pandemic. Audiovisual learning resources came out sporadically to accommodate the needs of study at home or anywhere possible. The static audiovisual (enhanced podcast) and dynamic audiovisual (video) are two types of virtual platforms educators continuously harness to support their lesson teachings even though the face-to-face meetings have been allowed gradually. However, there are not many studies conducted to analyze whether one type is more effective in teaching comprehension to students than the other. This paper is looking to find the answer. It questions if enhanced podcast with less complexity in their content pictures can actually become more practical for students to achieve comprehensions on teaching procedural or process topics in geography even it is less attractive than its counterpart, video. The study was conducted to five ESL students in an additional or extra geography class in Jakarta International College. The findings are: students saw enhanced podcasts or static audiovisual media (less complex picture contents) are giving them better learning experience than watching full-motion videos.

Keywords: static-audiovisual, enhanced podcast, video podcast, dynamic-audiovisual, video, geography, additional class.

BACKGROUND
The re-adaptation of learning during and after the pandemic period has resulted in new media options for study. Students nowadays are supplied with many online platforms to help them gain knowledge that will help them in study. This condition has forced educators to select options in the online world to aid in their day-to-day teachings, to diversify the ways they teach. The abundance of free online

ABSTRAK
Para siswa kini terbiasa menggunakan platform audiovisual untuk belajar; mereka diharuskan beradaptasi dengan jenis pembelajaran ini oleh karena pembelajaran tatap muka tidak mungkin dilakukan pada saat itu karena pandemi. Sumber belajar audiovisual keluar secara sporadis untuk mengakomodasi kebutuhan belajar di rumah atau dimanapun memungkinkan. Audiovisual statis (podcast yang disempurnakan) dan audiovisual dinamis (video) adalah dua jenis platform virtual yang terus dimanfaatkan oleh para pendidik untuk mendukung pembelajaran mereka meskipun pertemuan tatap muka telah diperbolehkan secara bertahap. Namun, tidak banyak penelitian yang dilakukan untuk menganalisis apakah jenis platform satu lebih efektif dalam mengajarkan pemahaman kepada siswa dibandingkan jenis lainnya. Studi ini berupaya mencari jawabannya. Hal ini mempertanyakan apakah podcast yang disempurnakan dengan kompleksitas yang lebih sedikit dalam konten gambar benar-benar dapat menjadi lebih praktis bagi siswa untuk mencapai pemahaman tentang topik prosedural atau proses pengajaran dalam geografi meskipun tampilannya kurang menarik dibandingkan platform video. Penelitian dilakukan terhadap lima siswa ESL di kelas geografi tambahan atau ekstra di Jakarta International College. Temuannya adalah: siswa melihat podcast yang disempurnakan atau media audiovisual statis (isi gambar yang tidak terlalu rumit) memberi mereka pengalaman belajar yang lebih baik dibandingkan menonton video gerak penuh.

Kata kunci: audiovisual statis, podcast yang disempurnakan, podcast video, audiovisual dinamis, video, geografi, kelas tambahan.
sources brings benefits both to students and educators as these sources are easily accessible, varied, and a lot of them are curated by reliable media or organizations.

On the contrary, a negative effect may follow. Plenty sources with all their owned eases can be the reasons students choose convenience over effectiveness; fun over learning. It is agreed that today's educational institutions are trying their best to gain and retain the attention of their students with expectations that the students are able to do assigned tasks well and grasp education that is delivered accordingly.

Then, returning to onsite classes after approximately two years of online instruction has now made students accustomed to receiving exposure to audiovisual media for study. The display of audiovisual can be dynamic or moving images and static or two-dimensional images. There are advantages and disadvantages in applying one of the two platforms in learning. Therefore, to differentiate what dynamic audiovisual platform or media and static audiovisual is necessary.

**Dynamic audiovisual platform (Video)**

Dynamic audiovisual is a medium where movements of image and audio are integrated in sending messages to viewers. According to Ryoo K & Linn M C (2014) dynamic visualization is used to clarify abstract frameworks and procedures (as cited in Suyatna, A, et. al., 2017, p. 5), which can be in the form of motion pictures such as silent movie, animation, video. When audio or sound is embedded in the dynamic visualization platform, it then is certain that the term readjusts to become dynamic audio-visualization. In the dynamic audio-visualization, students can hear sounds and watch complex movements of characters, figures, or pictures.

There is a study conducted by Stockwell, et. al. (2015) on science lessons; they mentioned that video or dynamic-audiovisual tools engage visualization, language comprehension, and cognitive processes which enable a wider variety of ways to emphasize important contents. This means that more senses are involved during the video’s playback that viewers can rely on more senses involved in memory recollection when they are searching for certain information after getting exposed to the dynamic-audiovisual media (video). Another benefit of video learning is that it encourages greater engagement with the content material in the video (Greenberg & Zenetis, 2012, as cited in Buzzetto-More, 2014). On the contrary, Brame (2016) clarified in her writing that human working memory has a limited capacity and that learners who watch videos need to choose which information is necessary to be stored in their working memory (p.1). A lot of exposures to information during the video-watching activity result in overwhelmed and over-occupied situations that learners should deal with and they still need to select which information to load into the limited working memory. Loosing control over the flow of information is considered as a weakness in learning using a dynamic-audiovisual tool.

**Static audiovisual platform (Enhanced Podcast/Video Podcast)**

On the one hand, static audio-visualization will provide students with still pictures or two dimensional pictures (slides) embedded with an audio. Examples of static media are photos, images, graphics, and charts (Suyatna, A, et. al., 2017, p. 2). Then, when it is integrated with audio, this medium of static images becomes static audio-visualization which can be juxtaposed with an enhanced or video podcast. An enhanced podcast is akin to a conventional podcast; the only difference is that it has graphic information or infographics such as slides, photos, short animations, texts, and chapters which help users to improve their understanding of a topic (Fernandez & Sallan, 2009, p. 88). It is also mentioned in some studies that the tool has become a good option for undergraduate students to learn complex procedures. Nash (2015) claims that video podcasts or enhanced podcasts have positively affected students’ learning experiences in learning procedural skills. Algarni, Birelli, and Porter (2012) focused their research on cognitive load in teaching math lesson to ESL students; they advised reducing the complexity of cognitive load as they might face linguistic barriers; the cognitive load can be in form of content that is being displayed in the learning platform.
In addition, an enhanced podcast has a shorter process in how it is created than a video; it can be a lecture audio record that is enhanced with slides, images, and so on. For learners, when it combines with texts, audio can adjust with the length of time a listener reads the pointers within the slides; furthermore, when it combines with textual questions as a follow-up, it is expected to aid learners in picking up important information that they need to process and structure in their working memories. Possibly, the weakness of enhanced podcasts is that they might be less attractive in terms of their visualization as they are mostly not a three-dimensional platform unlike videos.

AIMS AND FOCUS OF STUDY

The study will look into the effectiveness of static audio-visualization or enhanced podcasts for students to grasp selective information by comparing it to the dynamic audio-visualization or video-learning platform. The study will involve two examples of tools to use and compare how they work in getting students to learn new information to process and retain it by assessing how many inquiries the students get right.

It was mentioned earlier that dynamic audiovisual platforms are potentially more engaging due to their animated, colourful, moving contents than static ones. The question will be whether they are effective in achieving learning purposes in teaching additional lessons in geography for Jakarta International College ESL students, one of which is to obtain cognitive knowledge in order to complete tasks or assignments. It is stated beforehand that dynamic audio-visual learning platforms can swamp students with image movements and audio exposures all at once. Although they are engaging and mesmerizing to students, whether they can pick up lessons or select necessary knowledge from the platform is another case.

Meanwhile, the static audio-visualization (enhanced podcast) may not contain animated, colorful, or a lot of moving pictures; in other words, they are not as attractive media as the dynamic one, but this type of platform can offer individual pauses and time to digest information as it does not exert audio and visual senses to focus on moving images and audio simultaneously and fast. In addition, it is a more friendly educational tool for educators to build. This research then compares whether students can pick up information to perform better in the follow-up questions using one or the other.

This information collection will also relate to the span of concentration the students have while learning between dynamic audio-visual and enhanced podcast (static audio-visual) learning media. It is mentioned in Carmichael, Reid, and Jeffrey’s (2018) study that although watching videos encourages students motivation, confidence, and performance levels, it still needs to be investigated whether videos can play roles in the development of critical thinking, knowledge, and student engagement.

KEY CONCEPTS AND THEORIES

Enhanced podcast usage is becoming more prevalent today as a tool for information dissemination, entertainment, and actual and sensitive topic discussions in many sectors, but its use is not as common as in the educational sector. Kennedy, Hart, and Kellems (2011) stated that it is not known by many about the effectiveness of enhanced podcasts in producing a learning platform for unfamiliar college-level contents, which can be shown through follow-up tests and knowledge-applicable performance (p.91). Enhanced podcast is one of the three forms of podcast or iPod broadcast (audio podcast, enhanced podcast, and video podcast), which as mentioned, has audio combined with still image. Two-dimensional or still images can take the form of slides, texts, photos, or simple animations.

Many moving image features in a video result in full concentration dedicated to it; students become passive or less interactive as the video is playing. Abykanova, et al. (2016), explained that in an interactive learning environment, students are treated as participants, not only observers, therefore, they blend with the information to connect it to their real world or learn information intensively as opposed to just receive it passively. When people watch a video, they are led from scene to scene; it directs where the viewers should focus on next. Typically, there is no time to do anything else, as watching video means the
two audio and visual senses will need to remain glued to the monitor and audio.

On the one hand, it will be difficult for students to pick up specific information that is necessary as the video is continuously playing. Unless a prompt is prepared before the dynamic audio-visual device is started to play, students may interactively fill in the prompts and know which information required to take note of. Nonetheless, it is still quite difficult to actively select which information is important when there are no prompting questions or fill-in guidance. Fajardo (1996, as cited in Rahmani and Sadeghi 2011) finds note-taking an intricate activity that involves reading, listening, selecting, summarizing, and writing altogether. Therefore, note-taking is a demanding activity as students may need to focus on writing, but then they can miss some other important points while at the same time maintaining their focus on the screen while viewing the video platform.

Cost in creating videos can also be a reason that educators to go for open sources to find the ones suitable for classes they teach. There are many high-quality enhanced podcasts and videos out there on the YouTube that this channel can be an option for educators to look into.

**METHOD**

This study was carried out by conducting four-class-lesson observations with students in a geography class at Jakarta International College; there were five students taking an extra class for the geography lesson at this college. These students chose to sit in the extra class due to their low grades from their previous tests or because they needed clarifications for the lessons they had been taught during the regular class sessions. This study used journal articles, related books, and previous research results to reason about and support some findings in the field. Therefore, besides leveraging treatments to subject respondents to look into results and later on, it also used a descriptive study approach to explain further the findings using past research results, journals, and books. Descriptive study functions to explain person subjects, events, or phenomena by analyzing them as they are in nature (Siedlecki, 2020).

The author imposed two methods, static and dynamic-audiovisual media, in teaching geography lessons to students. The lesson instruction was in English, as were the enhanced podcasts and videos’ voiceovers. The reason behind this is that the students had to sit for the geography exams, which were all done in English. In two chapters of the topic conducted in four-class-meeting sessions, the students would learn using two explanation methods interchangeably; the first is with the static audio-visual, and the next one applies dynamic-audiovisual. The majority of topics in geography are linked to the environment, such as rainforest functions, climate change, environmental hazards, and so on.

In the lesson, the students were not notified when they were being treated with the two-method method of learning. This is backed by Rosenbaum (2005), who mentions that the most original result in an observational study is when the respondents do not know that they are under a certain treatment of study; however, the study should be harmless, aimed at, and focused on the benefits of the subjects.

In addition, if the respondents refuse to do the treatment, then the experimenter must not proceed with it as it can be considered unethical and infeasible. The author selected the YouTube platform to look for both dynamic audiovisual tools and enhanced podcasts. There are many resources on the YouTube channel that are categorized as enhanced podcasts (audio with static images, fewer camera movements, texts, slides, and short animations) and obviously dynamic audiovisual resources; the videos and enhanced podcast covers are listed in the appendix. In addition to this, the respondents were assigned to fill in question papers while listening and watching the explanations about environmental lessons using both media. Then, they were also asked to write any extra takeaway information they obtained from the media exposures that was not included in the provided prompts.

**Enhanced Podcasts (Static-Audiovisual Media)**

The 5 students in the additional geography lessons were played the first enhanced podcast or less complex video with a sheet of paper for every student to fill in. The first 11-number-question paper would be
required to be answered while the students were listening and watching the first enhanced podcast video, "The Importance of Forest to Our Health" (www.youtube.com/watch?v=Reb4JAB2f5w). The enhanced podcast consists of simple animated motion pictures without other complexities, such as multiple actors, different settings, camera movements, and so on. The simple animated video would be played twice, while the students also had to answer blank sentences with words they understood to fit with the rest of the sentences. To add to this, the students may need to note down information they found necessary during the activity.

The second static audiovisual is from the Youtube channel titled "Causes and Effects of Climate Change" (www.youtube.com/watch?v=G4H1N_yXBiAt=108s); the same treatments were conducted as the one in the first treatment, but this time as the static video was longer in its time length, the total number of cloze questions became 14; students would need to fill in the blanks while listening and watching the static video from the link.

**Videos (Dynamic-Audiovisual Media)**

In the third meeting, the students were given a different type of tool to watch: video, or dynamic audiovisual media. In this process of learning, the five respondents would listen and watch "The Importance of Forests" video on YouTube: www.youtube.com/watch?v=dWJVHIE9S8. There are 14 fill-in-the-blank questions; this video has camera movements to make it a dynamic type of audiovisual tool.

Lastly, in the fourth meeting, another dynamic audiovisual platform was used; this time the video was from "What is Climate Change?" www.youtube.com/watch?v=dCBXmjInMTQ&t=285s. In the video, there are more motions and remarks from the experts embedded into it. In addition, there are camera movements and different settings. The same instructions were given, that is, to fill in blank sentences with words that students thought were the best suitable for completing the sentences. There were 16 blank sentences to complete. The two videos were played twice.

Furthermore, respondents had to jot down important knowledge they had gained from listening to and watching the dynamic audiovisual tool. This final activity might be useful to see whether they could also pick up more information than just fill in the blanks.

**RESULTS AND DISCUSSION**

After many exposures to the treatments, the author collected and assessed the respondents’ papers and answers. The author then asked questions in front of the class on how they thought about the two types of learning.

**Enhanced Podcasts (Static-Audiovisual Media)**

Students were watching the first enhanced podcast about "The Importance of Forest to Our Health" on one of selected YouTube videos; simultaneously, they had to fill in a prompt that consisted of embedded-answer questions or cloze questions. They would follow the structure of every sentence and fill up the empty spots with the words they captured from listening and watching a simple animated video. In the second one, they listened to and watched an enhanced podcast about "Climate Change: We Are the Problem and the Solution. There were 11 closed-ended questions for the first enhanced podcast, and most of them, or 3 of them, managed to answer around 8 questions correctly; the other subject respondents answered around 7 questions correctly. The next static audiovisual to watch was "Causes and Effects of Climate Change." Out of 14 questions, two students got 11 correct answers, two others finished with 12 correct ones, and the last one made 10.

Upon checking their paperwork, additional written information was inscribed on the prompt papers, such as details on other important aspects of the forest, although these were not asked in the cloze questions. The five students produced notes on the side of the cloze question sentences on some white space within the prompted questions. This means that the students gained more knowledge during the process of listening and watching the enhanced podcasts and devoted their concentration to following the instructions. They also mentioned that they had better understanding when simple graphics were displayed while they were listening at the same time. They could focus on
reading the questions and searching for the answers in the enhanced podcasts as there were interludes and still images in between, although new information was already given. The interludes and still images could help them make connections from the previous information to the next one.

One of the students mentioned that a simple graphic would help them with their imagination in understanding the subjects. Arguel and Jamet (2009) suggested that keeping static pictures while explaining the other new information would allow the audience to process the past information and connect it to the newest one later. Moreover, in the static video, the movements of the picture are less likely to be fast, which gives viewers pauses to select and/or store cognitive load in their working memory. The more moving images are exposed and the more cognitive loads are presented, the less control and selectiveness a working memory can have (Gas, Winke, et al., 2019), which affects how much information or knowledge can be understood, comprehended or remembered during the activity.

**Videos (Dynamic-Audiovisual Media)**

The third and fourth treatments used the videos. The students watched and listened to the videos with the same topics, which were "The Importance of Forests." and "What is Climate Change?" Here, they also did the same assignments: fill in blanks within sentences and note down other information that they found important to add to their knowledge.

In the third meeting, the tutor played a video titled "The Importance of Forests," and there were 14 fill-in-the-blank questions to complete. After the treatment, it was found that the correct numbers of cloze questions students gained were lower than in the two prior treatments. 2 students obtained 8 correct answers; 3 earned 7 out of 14. Meanwhile, the fourth dynamic audiovisual tool, or the video with the title "What is Climate Change?" was played in the fourth session. A lower number of correct answers was also shown. Three students, this time, earned a maximum of 9 out of 16 closed-book questions. The other two students got 7 and 8 right answers, respectively.

Interestingly, none of them actually wrote about other information that might be useful from the videos. They commented to the class that they were too busy watching the videos and sometimes forgot that they needed to fill in the blanks. One student claimed that the inserted interview within the video made him focus on the interviewee and not the task that he should have been doing. They said the videos were actually making them distracted and forgetting what their main purpose was for watching the video in the first place. It was mentioned earlier that the aim of a video platform is to engage the audience so that they are attached to it for as long as possible. Thappa and Richardson (2010) emphasized on enhanced podcast usage that it can be used to deepen students’ comprehensions about the covered subject and improve academic achievements; they could be made interactive and fun at the same time, but not overly attached to it. The type of podcast is space-free, so students can always reopen it when they need to relearn about the subject. Simple graphic insertions are there in the enhanced podcast to help learners understand complex lessons or procedures that exist within the environments. This result also supports the assertions of Nash (2015) and Algarni, Birelli, and Porter (2012) that simpler cognitive loads, in the form of simple graphics, can improve students’ learning experiences.

**CONCLUSIONS AND SUGGESTIONS**

Enhanced podcasts, video podcasts, or static audiovisual media are some of the modest tools available to be made or used by educators. They are not time-consuming or low-budget platforms, which can be a great option for learning and teaching. They can also reduce over-engagement with the media display, but instead students can focus more on the cognitive contents within the media, as that is what they are aiming for in the first place during lesson. Therefore, they can get support from the enhanced podcast platforms in obtaining comprehensions about procedural, complex knowledge in the geography lesson.

Educators still rarely select this method for teaching concepts, complex procedures, or theories; this might be due to a lack of understanding of this particular teaching and learning tool. Teaching staff can look into how to effectively use this type of platform.
through research articles, journals, discussions, and so on. Furthermore, this enhanced podcast platform can help people who are having barriers in language or learning difficulties, as it can also add simple images to aid them in comprehending a subject.

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APPENDIX 1

STATIC-AUDIOVISUAL SAMPLES

“The Importance of Forest to Our Health” (1<sup>st</sup> Enhanced Podcast/ Treatment 1)

“Causes and Effects of Climate Change.” (2<sup>nd</sup> Enhanced Podcast/ Treatment 2)

APPENDIX 2

DYNAMIC-AUDIOVISUAL SAMPLES

“The Importance of Forests” (3<sup>rd</sup> Video/ Treatment 3)

“What is Climate Change” (4<sup>th</sup> Video/ Treatment 4)
APPENDIX 3

Prompt Questions of the First Treatment (Static Audiovisual Platform)

1. The Importance of Forests

1. Trees keep the Earth cool through ________, reducing _________ in the atmosphere, and distributing water. They also act as ________ against floods, preventing _______ and supporting a wide variety of _____ life.
2. Forests play an important role in regulating our atmosphere as they help to _______ carbon dioxide which is a _______ cause of climate change.
3. Trees also filter out airborne _________ like smoke and dust.
4. Not only do forests provide us with clean air, but they also act as a ______ against natural ________.
5. Additional trees protect us from _____ as they act as barriers between the _____ and the ground and prevent the fire from ____________.
6. Trees play roles to reduce amount of _______ and light that the sun’s rays can reach. This helps to reduce the effects of ____________.
7. Trees also play an integral role in _____________. They absorb and _____ water, distributing it to the _______ and other ______ and animals. This helps to reduce water ________.
8. Trees also return around _____% of water in a form of water _______ which is the cause of ________
9. Animals rely on trees for their food, _______. and cover.
10. Trees can prevent people from mental health, spending time in nature can reduce _____ and increase ___ emotions. They also play a critical role in ensuring food ________.
11. Trees provide a safe ________ from wild pollinators which pollinate approximately one-third of humans’ food supplies.

www.youtube.com/watch?v=Reb4JAB2f5w

Prompt Questions of the Second Treatment (Static Audiovisual Platform)

2. Causes and Effects of Climate Change

1. It is caused mainly by ____________ effect.

2. Gases in the atmosphere such as water _______, carbon dioxide, methane, nitrous oxide, chloro fluorocarbons let the sunlight in, but keep some of the heat from _________ like the glass walls of a greenhouse.
3. The more greenhouse gases in the atmosphere, the more ______ gets trapped, strengthening the greenhouse effect, and increasing the Earth’s ________.

4. Human activities like the burning of ______ have increased the amount of ______ in the atmosphere by more than a ______ since the ______ revolution.

5. The rapid ______ in greenhouse gases in the atmosphere has warmed the Earth at an ______ rate.

6. Climate change has consequences for the oceans, weather, ________ and ________.

7. Extra water that was once held in ________ causes sea level to rise, flooding coastal region.

8. Warmer _____ also make _____ more extreme. This means not only more intense major ______, flood, and heavy __________, but also longer and more frequent __________.

9. Growing ____ is more difficult, the areas where plants and animals can live shift, and water ________ are diminished.

10. Climate change can also affect people’s ________ health.

11. In urban area as the temperature is higher, creates the condition that traps and increases the amount of ________.

12. This is because smog consists of ______ particles which increase rapidly at _____ temperature.

13. _______ to higher level of smog can cause _____ problems such as asthma, heart disease and _____ cancer.

14. Humans can combat climate change by replacing fossil fuel with __________ energy sources like solar and wind which do not produce greenhouse gas __________.

www.youtube.com/watch?v=G4H1N_yXBiA&t=108s

APPENDIX 4

Prompt Questions of the Third Treatment (Dynamic Audiovisual Platform)

3. The Importance of Forests

1. Forests are barriers against ______, ________, and avalanches.
2. They give _____ air, clean the drinking water from the ______.
3. In only a couple of ________ years humans have wiped out ______ of the planet original forest covers.
4. About _______ depend on forest to survive.
5. There are more than _______ definitions of forest.
6. In the forest, each tree has a different ________, and other creatures do too.
7. The roots of trees give ______ the structures it needs to absorb and _____ water when it rains; avoiding ______ that would otherwise wash away perfectly ________ which we need to grow fruit.
8. Together as an ecosystem, forests provide the exact balance life needs to ________.
9. Palm oil plantation, with no other species to compete with, they suck all ______ and _______ they need; giving nothing back to the ____ which quickly ______ its ________.
10. By disturbing the soil, monoculture trees not only can absorb ______ efficiently, they actually ______ carbon as they are now standing where ________ forests once stood.
11. Every second, the world loses about _____ football pitch worth of forest area.
12. We have disconnected our everyday life from the ________ of nature.
13. When you empower local community, forests are _______ to survive.
14. Things humans can do to prevent more destructions of forests: _______ indigenous group, _______ less meat, consider _______ a plant-based diet, _______ the industries less reasons to clear new forest, _______ yourself about reforestation and deforestation laws in your country.

www.youtube.com/watch?v=_dWJVHIE9S8

Prompt Questions of the Fourth Treatment (Dynamic Audiovisual Platform)

4. What is climate change?

1. People called this phenomena, the _____ of humans’ time.
2. World leaders meet in Spain to talk about climate change and how to _______ it down.
3. The carbon dioxide (CO2) level has been spiking since _______ revolution.
4. Humans started breaking carbon dioxide level in _______, and humans have never stopped since.
5. Scientists mentioned that the level of CO2 has been increasing due to ___________; in addition, the _______ of humans is growing, plus they consume on _______ products that release another pollutant called _______.
6. These gasses are released into the air and when sunlight gets into the Earth atmosphere, some of the heat gets _______ and the planet Earth gets ________, that is why they call it the ________ house effect.
7. The problem is the _______ of the global warming that becomes the concern.
8. Sea levels are rising about 3 mm a year because the sea water _______ as the _______ gets warmer.
9. Entire coastal cities can be _______ within 80 years.
10. Entire island nations can _______.
11. There is a plan to slow it down; the Paris Agreement; with a pledge is to cap temperature rising by _______ degrees or a maximum of _______ degrees before the year _______.
12. However, the years after the agreement, global CO2s are still _______ up.
13. The US, one of the world biggest _______ pulled out from the Paris Agreement.
14. Turkey and _______ want to build more power plants that use _______.
15. At least, some countries are making progress; India, _______ and _______ have massive _______ energy projects.
16. There are things, humans can do to combat the climate change, they can shift to _______ energy, use _______ transports, reduce the use of _______.

www.youtube.com/watch?v=dcBXmj1nMTQ&t=285s