

Discussion 1

Kozma - Clark Debate on Media

for EDCI 56600 Educational Applications of Multimedia

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After further reading, I stand by my original stance of siding with Kozma's (1994) argument that media is an important aspect of the method. I have reaffirmed my initial reasons of why I sided more so with Kozma, and I understand there are aspects other than media and methods that are critical to consider (i.e., environment and learning process) (Resier, 1994).

In my original post, I discussed how some medium is better suited for a particular learner and discussed my own experiences with learning from particular mediums that aren't suited for my learning style. Reiser (1994) clearly explains Kozma attempts to illustrate this exact point "...that certain media attributes do facilitate certain types of learning outcomes for particular types of learners." (p. 47). Resier (1994) also mentions that attitudes and the beliefs learners have towards particular mediums do, in fact, influence a learner's effort (p. 47). This is something I can relate to and see this amongst the students I teach. The struggling readers in my classroom are much more motivated to read eBooks versus a physical book despite both being at their independent reading level. The eBooks have an option for the book to be read to the learner after they try reading the book themselves.

Jonassen, Campbell, and Davidson (1994) state that the focus should be "...on the role of media in supporting...the learning process." (p. 31). They also suggest learner's information processing skills and the environment in which the instruction takes place must be considered. In their opinions, these must work in unison with media and method, and in fact, are more influential (pp. 31 & 32).

In Reiser's (1994) section on media in context, he discusses distributing the cognition between the learning and the media (i.e., computer) by utilizing the strengths of each (p. 33). As instructors, we eventually want our students to be exhibiting complex thinking skills, such as applying knowledge, analyzing, synthesizing, and evaluating situations and/or concepts (Driscoll, 2005, p. 357). Teachers must understand that these more complex skills will not occur without a foundational knowledge and understanding of them. Therefore, as Reiser (1994) suggests, why fatigue the learner with understanding this foundational knowledge, and let media such as computers provide this information, and save the learners' energy for more complex thinking skills for teachers to introduce (pp. 33 & 37). This also plays to the teachers and the media's strengths.

Reiser (1994) believes learning is most effective when it is situated in the context it would be applied. The environment, not the method or media becomes the context for learning (p. 33). The learner interacts with the learning environment and uses media to support this interaction (p. 35). An instructor's goal is to provide a learner with the skills to make learning applicable and transferable to the real world (p. 32). However, the real world is unpredictable, and each learner is unique; therefore, it certainly makes sense that learners are learning in a similar environment to the real world (p. 36).

Based on the reasons I read in *Learning with Media: Restructuring the Debate* and Reiser's points I highlight above, my view of media as being integrated with the instructional method has shifted to media as tools to navigated the learning context and process (Rieser, 1994).

References:

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