

# Discussions 1-10

D1

1. Briefly summarize Clark's main point.
2. Why is Clark's position so important?
3. Does it seem to be well-supported?
4. Why, do you suppose, did it cause a sensation when it was published in 1983?

*The discussion this week should be driven, in part, by your interests and the ways in which your thoughts or imagination may be stimulated by the readings. You may want to consider the implications of Clark's thesis for your career, for your doctoral research, and for the field in general. As Clark delves deeper into the topic, your own thoughts and observations will likely deepen, as well.*

Clark summarizes his main point when he stated that “we could not justify instructional uses of media based on claims that they make any unique contribution to learning.” Through several comparison studies, Clark demonstrates the importance of his position by demonstrating the findings “were “equally effective” as conventional means in promoting learning.” No matter what medium is used for instruction, we need to know that what is important is ensuring that learning is occurring.

Clark's claims are well supported through the research and comparison studies done. He is also able to make a compelling argument by explaining the benefits of technology, yet how important content is in order to make the technology (medium) successful.

I think this caused a sensation when it was published in 1983 because of the perception people had with the novelty of computers. Also, Clark points out how powerful advertising is and how vested the multi-million dollar industry is in demonstrating how the technology will enhance or improve education.

## Reference

Clark, R. E. (2011a). Preface. In R. E. Clark (Ed.) Learning from media: Arguments, analysis, and evidence.

[Kindle edition]. (Kindle location 117-118). Retrieved from <http://www.amazon.com>

Clark, R. E. (2011b). Preface. In R. E. Clark (Ed.) Learning from media: Arguments, analysis, and evidence.

[Kindle edition]. (Kindle location 307-308; 417-418). Retrieved from <http://www.amazon.com>

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## D2

**1. Briefly summarize the six steps of the ASSURE model.**

**2. Describe how you could (or do) apply each of the steps in your own instructional setting.**

The six steps of the ASSURE model gives instructors a basic guideline to follow in order implement effective lessons. This model shows us the importance of analyzing our learners in order to gauge the impact of learning based of characteristics, competency and learning styles. The basic reason for stating standards and objectives is to guarantee that an accurate assessment of the knowledge retained is made. Once that is complete we are instructed to select strategies, technology, media and materials in order to prepare for our session. The next step is actually utilizing the technology, media and material by previewing and preparing everything including prepping the environment and learners. Then, learner participation is required in order to engage learners in activities that will make them practice applying information they learned. The final element of the ASSURE model is to evaluate and revise, this piece will allow improvement in quality assurance in the instruction.

In my current position I can use the ASSURE model when instructing designers on how to use software to create e-learning courses. My learners are instructional designers and I ensure that I always state standards and objectives in order for them to know what outcomes to expect when completing my course. This allows me to easily select and prepare the appropriate strategies, technologies, media and materials to use for my session. Being that nature of my instructional setting is hands-on, learners are required to participate in activities throughout the session and apply what they learned in a final assessment. In order to continuously improve my lesson we always send out an evaluation post class to measure what was learned to receive feedback from learner.

### Reference

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning*. Boston, MA: Pearson.

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## D3

**1. Define Dale's "Cone of Experience" and explain how its principles are (or may be) applied to your work setting. What process or rationale have you employed for making "decisions regarding trade-offs between the concreteness of learning experiences and time constraints"?**

Dale's "Cone of Experience" is a visual aid that demonstrates a range of learning outcomes based on learning experiences. These principles are applied in my work setting when conducting trainings by implementing several aspects of the cone including collaboration,

simulations, and utilizing post session evaluations to measure and gauge performance improvement from lessons learned.

We try to utilize technology as a medium to be able to have as much concrete learning experiences as possible. From a business prospective we see how we can't afford for our learners to have their learning experience compromise. Therefore, we've created online training to help with our learner's time constraints as well as online collaboration groups among other solutions through the web to ensure a concrete learning experience.

**2. Describe how you use visuals in your work setting. In light of the material presented in chapter 3, are you satisfied that you are using visuals effectively and sufficiently? If not, what might you do differently?**

Being the Communications Technician in my department, visuals are very important in my position in order to enhance our learning materials and create marketing ads that stimulates our audience. In light of the materials presented in chapter 3, I effectively use various types of visuals depending on the learning task, such as: realistic visuals in my marketing of courses in order for staff to identify themselves with the images presented; analogical visuals in training materials for them to associate them with different topics; and organizational and relational visuals to assist in presentation of data, graphs and organizational charts. I am always learning new ways to implement visuals and continuously am applying things I learn at conferences, school, or even in blogs to my work setting. I am currently responsible for adding visual elements to training guides, our websites, and in our marketing efforts.

I have a pretty good foundation in design, therefore don't have anything in particular that I would do different from this chapter, but did find that there are many helpful guidelines presented that can assist educators, trainers and teachers without much design experience the basics of visual principles and design.

AND

**View a New York Times "audio slide show." At the Times' Multimedia/Photos site (<http://www.nytimes.com/pages/multimedia/index.html?8qa>) you will find links to a handful of presentations, but you may also search for additional topics (see the search box at upper right). After you have viewed the audio slide show, share your thoughts about the medium and how it was used to tell the story. Consider how you might create and use a similar product in your own personal or professional life.**

I watched several "audio slide shows" and thought how amazingly powerful this medium is when telling a story. While seeing an image you can picture the actions happening in your mind as you listen to the story being told. I especially liked the audio slideshow collection "One in 8 Million" where they've highlighted several profiles of New Yorkers from various aspects in life. I can definitely see me doing something similar to this in the near future for my professional life. Professionally, I think this would be a great way to connect with our staff/learners when marketing courses within the university. With images and audio of past classes and students

sharing their experiences, this medium could help other learners identify with what is being said and seen and can motivate them to come to the training.

## References

Kramer,S.,Mainland,A. (Producers). (2012). *One in 8 Million* [Audio slide show]. Available from <http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html?ref=multimedia>

Molenda, M. (2003). Cone of experience. Retrieved from [http://www.indiana.edu/~molpage/Cone%20of%20Experience\\_text.pdf](http://www.indiana.edu/~molpage/Cone%20of%20Experience_text.pdf)

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

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## D4

### **1. Briefly describe the stages of the hearing-listening process, as well as factors which may inhibit audio communication.**

The four stages of the hearing-listening process are: encoding, hearing, listening, and decoding. In the encoding stage the message needs to be clear and logical in order for the receiver to understand it. There is a loss in communication if the sender cannot express their idea. In the hearing stage the physiological process occurs and sound waves are transmitted. Some factors that may inhibit audio at this stage would be volume, auditory fatigue or some type of hearing impairments. The next stage is the listening stage where the physiological process of listening occurs. This includes someone's consciousness and attention to what is being said.

Communication losses can occur at this stage of the process if the receiver is not paying attention or aware of what is being said (lacking listening skills). Lastly is the decoding stage where the receiver's understanding of the message will reflect their ability to comprehend the message expressed. Therefore, if comprehension does not occur, then losses in communication will occur.

### **2. What are the implications for your work environment?**

The conclusion that can be drawn from this lesson on hearing-listening process to my work environment is that when communicating we have to ensure that we are being clear and logical if we want the receiver to understand what we are saying. Also, that we have to understand there are certain barriers for us to work on to ensure that communication properly occurs in the work environment and that is through education and practice.

**Listen to a podcast of your choice. It could be about technology, current events, or just about anything. Then, address the following:**

#### **A. What is the name and topic of the podcast?**

- a. The name of the podcast is: Manager Tools and

b. The topic is: Building a Network

**B. What was especially effective about the podcast?**

This podcast was effective in giving tips on how to create connections with people. The podcast was clear and concise which helped the listener stay engaged. It discussed the importance of building a network and techniques on how to build and maintain a network. I learned the importance of building volume indiscriminately. I found it very relatable when he discussed the modern corporate structure and how it puts emphasis on the importance of having a network style due to the current flat organizational structure most companies have or are moving towards. The power truly does lie with the individual.

**C. And what was less-than-effective?** I think length of the podcast could have been a little shorter or broken into two segments in order not to lose the listener's interest.

**D. How could you usefully employ podcasting in your work environment?**

I am currently trying to get access for my office to use iTunes U at the university for our leadership program and have podcasts of our webinars, seminars and trainings we do available for managers on the go. I think people could listen to them on the way to and from work when possible and/or even at their desk while working. I am also going to add a resource page linking to relevant topics for managers on our manager toolkit websites. I think podcasting is great for any work environment and easily accessible for all staff.

#### References

Auzenne, M. & Horstman, M. (2005, May 9). Manager Tools. *Building a Network*. Podcast retrieved from <http://www.manager-tools.com/2006/05/building-a-network>

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

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#### D5

**Drawing upon the content of chapter 10, offer an illustration of how you could--or do--use video in your workplace to address the cognitive, affective, motor skill, and interpersonal skills domains.**

I currently use video in my workplace as part of our management and diversity trainings. Through the cognitive domain, the learners are able to review the materials presented in class and then observe similar situations that occur in the workplace in the video (Smaldino, Lowther, & Russell, 2008). Videos are currently a part of our training sessions that we have for our staff. Specifically, we have a training where the behavioral interviewing process is discussed

and reviewed with text, and then a situational video is shown for employees to identify and see the process come to life. Since videos can evoke emotion and bring emotional impact to the learner, affective domain is applicable in my workplace. In order to help our managers embrace change and help create a performance based culture, we use videos of high performing managers as role models in different performance situations and show how they handle various issues to potentially influence the attitudes and behavior of the learner. Video in the motor skill domain is used when teaching our staff how to utilize software and programs that they use daily for their job function. These videos give an overview of the tool, highlight the software/system's features and demonstrate how to use it step-by-step. Lastly, video is used to address interpersonal skills domain when we show videos that teach our diverse group of learners how to build a common base of experience as a catalyst for discussion. An example of this is when we teach communication skills training where we show learners how to communicate effectively with one another despite their differences.

#### Reference

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2008). *Instructional technology and media for learning* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

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#### D6

**Based on the readings and your own experience, reflect on the different points of view about schools investing on iPads, and on the concepts of engagement and novelty when integrating technology for learning. Do you think research will prove the educational value of the iPad? Do you justify the school investing in them? Why yes or why not?**

Based on my readings and experience I can agree that the iPad is a "powerful and versatile tool" (Hu, 2011), but to justify the cost shown in Hu's article might prove to be difficult during today's economic issues. The whole concept of integrating technology for learning is essential and Smaldino makes a great point when stated that schools will have a challenge to "create an educational environment that expand and enhance the ability of these digital natives" (p. 344). I do think research can prove there is educational value with the iPad, but not that there is more value in using that medium versus using a tablet or a netbook. As technology continues to evolve, I think schools will be able to justify in investing in new technologies because costs will be lower for them and for other factors such as the "green" movement. Books are more frequently being offered electronically and eventually I can see e-books being the method in which students will be receiving their material in the future. At this time I do not see justification in spending the money and schools investing in iPads. Being that an iPad is just one of various mediums that can educate students and the current state of our local economy it would not be a wise decision.

#### Reference

Hu, W. (2011, January 4). Math that moves: Schools embrace the iPad. *The New York Times*. Retrieved from [http://www.nytimes.com/2011/01/05/education/05tablets.html?pagewanted=1&\\_r=1](http://www.nytimes.com/2011/01/05/education/05tablets.html?pagewanted=1&_r=1)

Smaldino, S. E., Lowther, L. D., & Russell, J. D. (2012). *Instructional technology and media for learning*. (9<sup>th</sup> ed.). Boston, MA: Pearson

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## **D7**

### **1. Drawing upon the content of the chapters, offer an illustration of how you could--or do-- use Web 2.0 tools to assist learning.**

In my current position we mainly use Elgg (a social network for education) and Facebook as our Web 2.0 tools in assisting our employees with their learning. Elgg is currently being used as a collaboration center for our learners to connect with their peers by sharing articles, continuing class discussions, and by providing feedback to each other. Elgg is a web 2.0 tool where we see knowledge transferring from peers at its best.

I recently implemented the use of a Facebook fan page for our department to better engage our learners. Facebook allows our learners (busy professionals) and our department to consistently communicate by posting course offering information, polls and interesting articles that are easily accessible to them. Many of our learners have Facebook as an app on their phone and are accessing it on a daily basis and as our Facebook page gets more popular, we will increase interaction with our learners, therefore engaging them with our topics and motivating them to learn through social media.

### **2. Briefly discuss some of the critical issues associated with using the internet for learning.**

Some of the critical issues associated with using the internet for learning include security, etiquette, monitoring student use and having policies that govern usage (Smaldino, Lowther, & Russell, 2012). One of the highest concern from an organizational point of view and as a client is privacy. In order to protect the privacy of our users and our content we have set-up encryptions for most of our online learning sites and the university has firewalls set-up in order to protect networks from unauthorized access. Unfortunately, not everyone has etiquette and being part of HR we are responsible in educating our staff and providing them with policies when using internet for learning. We use policies to protect the organization and its users from defamation or any inappropriate material being posted. The university monitors all use of the internet and our department specifically monitors our social media sites in order to maintain quality control.

## Reference

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2012). *Instructional technology and media for learning* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

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## **D8**

**After reading the chapters, think about the back-and-forth and the process of refining the basic ideas. Then consider:**

**1. In developing his central theme, does Clark retain solid footing? [That is, does he adequately address the objections that are raised to his thesis?]** Clark (2001) claims that media do not influence learning or motivation. Basically he means that the tools used do not foster the learning, yet the content and the substance that is provided to the learner is what motivates and creates the learning experience. Clark goes on to state that media are “mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition” and I completely agree with his statement, being that I’ve utilized various new technologies for learning and in the end had different level of experiences, not due to the technology used, but either to the teacher or content being presented.

**Then, what does all this mean to the student professionally and academically--and to the field?** I think this means we need not only think of the delivery system we will use for creating lessons, but be sure to apply an instructional strategy that encompasses various learning components that will ensure a positive learning outcome no matter what tool or media is used.

**2. What are the implications of Clark's thesis for your career, for your doctoral research, and for the field in general?**

I think Clark’s thesis for my career will enable me to clearly see media, not as something that would be the solution or create the learning, but rather a vehicle used where I can create that experience for my learners. This will also enable me to further the use of technology in my institution with a different approach, rather than claiming new technology to be the solution and provide better gauges for learning transfer via not the medium, but the content.

Clark, R. (2011). Learning from Media Arguments, Analysis, and Evidence (Perspectives in Instructional Technology and Distance Education)). IAP - Information Age Publishing, Inc.. Kindle Edition.

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D9

**This week, let’s examine Robert Kozma’s disagreement with Clark’s thesis and Morrison’s analysis of the Clark/Kozma arguments. Then, please address the following:**

**Reaction to the media effects debate has been extremely varied. It has been noted that Clark’s position, while technically correct, may be too narrow (Reiser, 1994). Kozma’s position, on the other hand, has been judged useful but unpersuasive (Morrison, 1994). Others have suggested that both are correct but are arguing about the wrong thing (Jonassen, Campbell, & Davidson, 1994), or both are correct but from different perspectives (positivist versus applied) (Ross, 1994). Finally, others, such as Shrock (1994) “...think they are both right and they are both wrong. More specifically, I like Clark’s research question and Kozma’s research methods.” Into which camp would you place yourself, and why?**



I think both Kozma and Clark are right in their research. I agree with Clark (2011) when he states that “media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition”. Working with many novice educators that want to utilize technology as their answer to all their problems, I can attest that is not a solution and have seen several educational projects fail due to that thought process. At the same time I have seen some amazing work done with technology and other media when used as a complement to instructional methods implemented. This method applied here in my institution has created a huge success and continues to foster a great learning experience for learners.

In conclusion I agree with Robinson, R., Molenda, M., and Rezabek, L. (2008) when they show both Clark and Kozma’s argument and state “ ...not learning *from* media (Clark’s term), but learning *with* media (Kozma’s term).” (p.41) Both Clark and Kozma make valid points that is supported through their research and through experience in the field, I have been able to see this research in practice.

#### Reference

Clark, R. (2011). *Learning from Media Arguments, Analysis, and Evidence (Perspectives in Instructional Technology and Distance Education)*. IAP - Information Age Publishing, Inc. Kindle Edition.

Robinson, R., Molenda, M., and Rezabek, L. (2008). *Facilitating Learning*. In A. Januszewski & M. Molenda (Eds.), *Educational technology: A definition with commentary*. (pp. 15-42). New York, NY: Routledge.

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#### D10

##### **1. If media comparison studies are NOT worth doing, what ARE useful directions for research in learning with media?**

According to Clark, Simonson, Schlosser, and Hanson (1999) suggested creating an equivalent learning experiences (2011). In turn this takes us to a useful direction for research in learning with media. Concentrating on the learning objectives and outcomes with a course that offers an equivalent learning experience will allow the media to be evaluated and not be the focus of the study. The research will measure the actual learning outcomes achieved rather than comparing media. Then the results will demonstrate the effectiveness of the media.

##### **How might you pursue one of these directions as part of your personal research agenda?**

I agree with Bob Kozma’s theory that “less restrictive research methods will find evidence for the benefit of more complex interactions between media and learners” (Clark, R. 2011). Kozma bring up a very good point and if I would take his theory into consideration when continuing my personal research agenda. I would change the focus of the research to the learning outcomes

rather than the current technology and use that as the gauge for the media. My research would be similar to Kozma's in that I would take into consideration the capabilities of media to influence learning and the impact it has to the learner's cognitive knowledge construction processes(Clark, 2011)

## **2. Does the field of educational media really matter? What contribution does the field make?**

Yes, the field of educational media does matter. Educational media allows learners to gain knowledge through a variety of sources and allows students and teachers to evolve as media in our society does. Educational media allows us to streamline and better track learning. This field contributes to learning, training, instruction and professional growth in the business, K-12, higher education and military.

In addressing these questions, try to avoid your personal beliefs and feelings. Rather, based upon the Clark and other readings, what do you conclude from the literature?

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Clark, R. E. (2001). What is next in the media and methods debate? In R. E. Clark (Ed.) *Learning from media: Arguments, analysis, and evidence*. Greenwich, CT: Information Age Publishing