

Learning With Media Robert B. Kozma

General Reactions:

I found this article very interesting. The organization of the article, building from reading a text (low tech medium) to multimedia instruction (very high tech medium) was a logical timeline. I agreed with the observations of the research. In several places the article discusses a learner's prior knowledge and how it influences the learning process. Each learner brings individual knowledge and experiences to the learning process. The medium used can be enhanced or obstructed by the learner's knowledge. An example of this is the professors who skimmed the readings with a purpose in mind, concentrating on the passages that related to their individual research. Also, the students who were told they would be responsible for the information in the video they were going to watch made more effort to remember the information they watched resulting in a high recall score. The end conclusion to the articles discussing the importance of designed interested me. No matter the medium the design of a lesson must include a good foundation of educational research. Using multimedia opens many aspects to leaning but if overused or misused it is useless. Teachers still need to have meaningful methods as they incorporate technology into their lessons. However this article concludes that the technology does not in itself interfere with the learning process and used properly can enhance it.

What is useful for designing computer-based instruction?

The article mention the many ways the hyperlink can be included in the multimedia lesson. I personally love having a dictionary at my fingertips when I am reading on my e-reader. I think this encourages students to look up a word they are not acquainted with instead of just skipping over it. Teaching social studies I can include it in lessons using documents with unfamiliar vocabulary.

I also like the way a hyperlink and be used to differentiate a lesson for several learning levels. Within a basic multimedia lesson, I can add links for higher learners who finish more quickly. They can go back to the enhancements hyperlinked and continue with additional activities with little disruption to the rest of the learners. Lower learners can have access to pervious or review information to help them through the current lesson.

Individual Project

- History Lesson on Women's Suffrage
- Susan B Anthony or a representation of Suffragette as the pedagogical agent
- Women's rights movement 1840 -1920 focus on the vote
- Lesson Objectives:
 - a. Analyze the impact of gender on personal development and the development of culture.

- b. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States.
- c. Analyze laws that have been modified to meet society's changing values and needs.
- d. Evaluate the role and impact of the significant individuals on historical events
- e. Evaluate the impact of major belief systems, such as, political theories on societies and nations.
- f. Apply chronological thinking to examine relationships among events and explain causes and effects of events.
- g. Analyze the evolution of citizens' rights such as, struggle for women's rights movements.