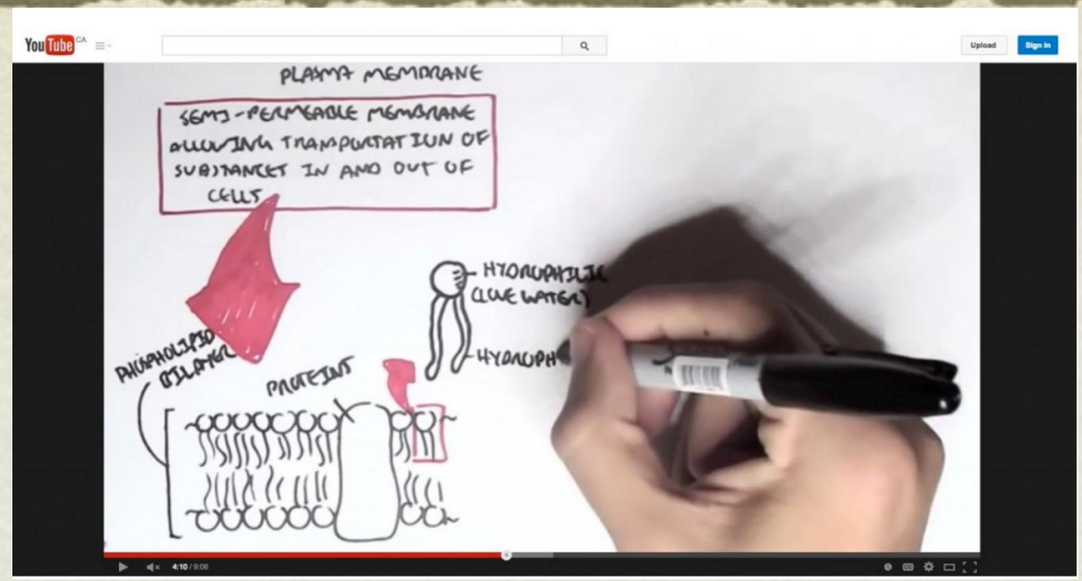
Contact North | Contact Nord Webinars
15 November 2016



CHOOSING MEDIA

How they Differ and How to Make the Best Choices for Your Teaching

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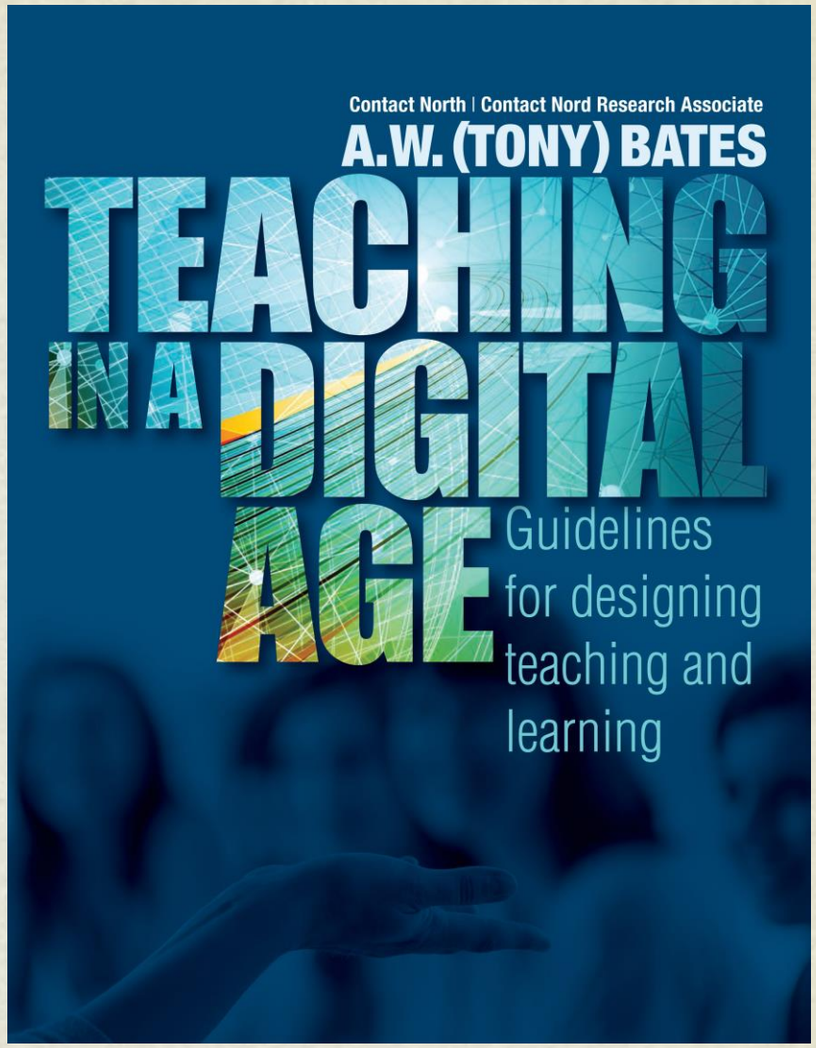
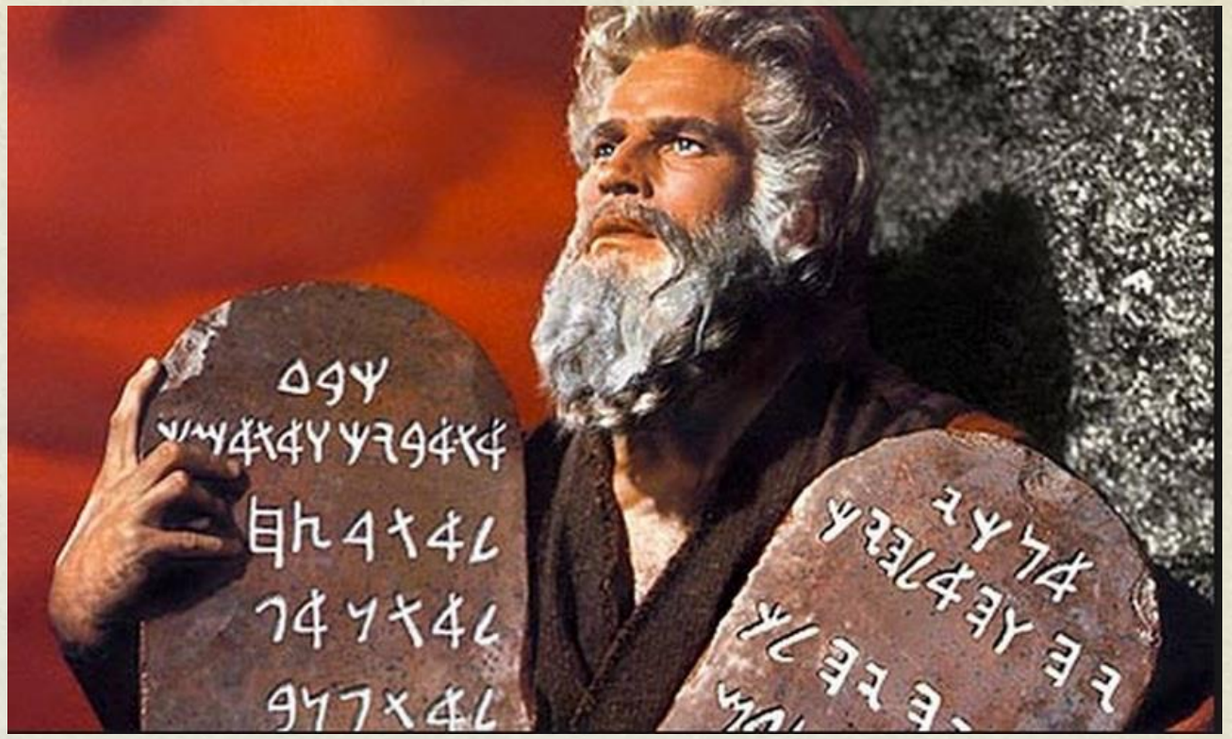
Seminar format

- Covering main issues in Chapters 6-7 of *Teaching in a Digital Age*
- Short presentations followed by discussion
- General discussion after 45 minutes



Topics

- The difference between media and technology
- Types of media
- Pedagogical differences between media
- SECTIONS: a decision model
- General questions on the use of media in education



Educational technology has a long history

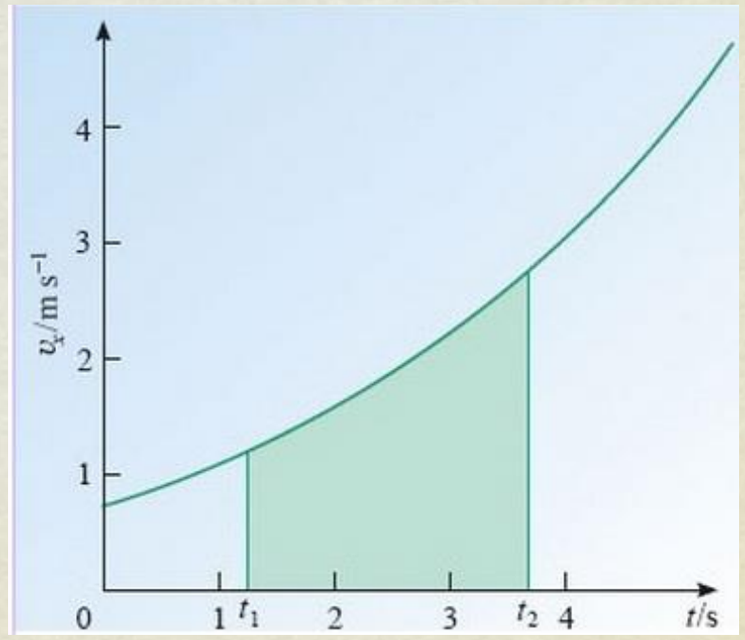
Technology or media?

Technology = tools/things without messages:

- Printing press; TV studio; computers; networks;

Media = systems for the **intermediation** or **interpretations** of meaning/reality

- Books; TV programs; lectures; seminars; online courses; MOOCs
- 4 core components: creator – message – technology – interpreter



Dimensions of technologies

radio	printing	lecture capture	video-conferencing
mobile phones	e-mail	LMS	search engines

broadcast ——— communicative

synchronous ——— asynchronous

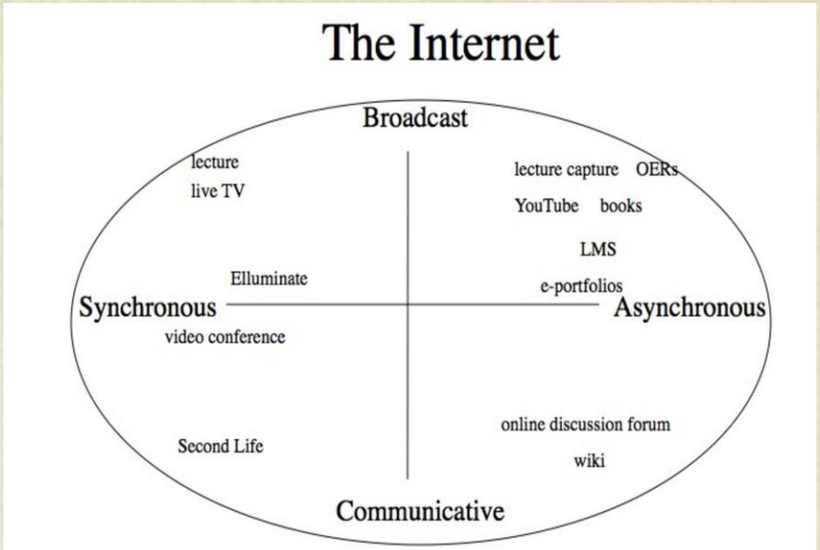
live ——— recorded

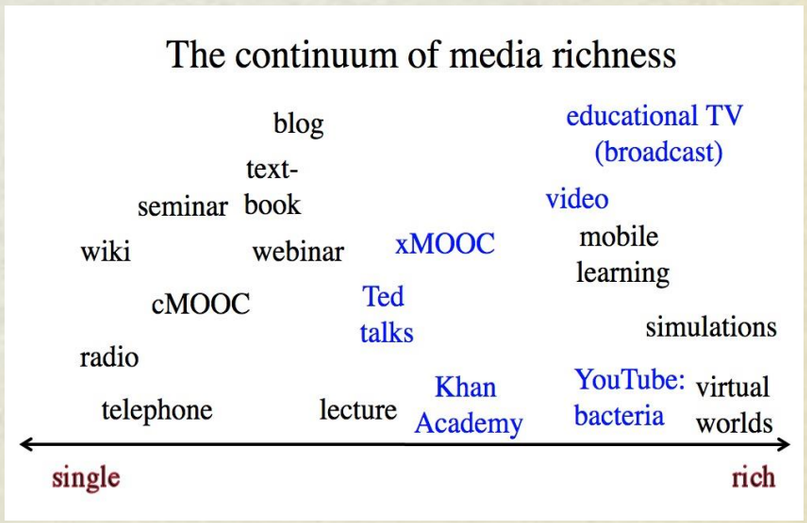
‘locked’ ——— adaptable

poor ——— rich

Types of educational media

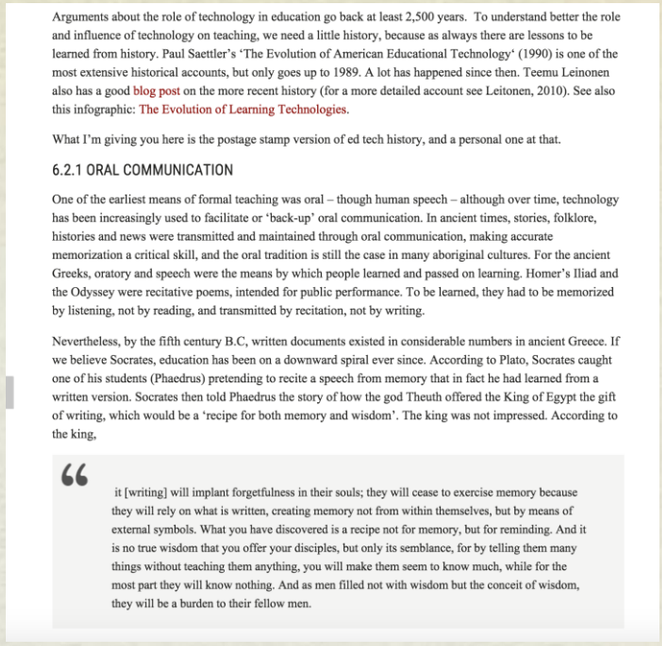
- **Text**: books, newspapers, journals;
- **Graphics**: tables, pictures, cartoons
- **Audio**: radio programs; music cassettes
- **Video**: TV; film; YouTube; recorded lectures; documentaries; talking heads; demonstrations
- **Computing**: adaptive learning; AI; animation; simulation; virtual reality
- **Social media**: Twitter; Facebook; Instagram
- **Internet:** encompasses all media





Pedagogical differences

- No significant differences between media?
- Depends very much on design
- Potential or uniqueness
- Concrete ⟷ abstract
- Learners can now create rich media easily: to demonstrate learning (assessment?)



Arguments about the role of technology in education go back at least 2,500 years. To understand better the role and influence of technology on teaching, we need a little history, because as always there are lessons to be learned from history. Paul Saettler's 'The Evolution of American Educational Technology' (1990) is one of the most extensive historical accounts, but only goes up to 1989. A lot has happened since then. Teemu Leinonen also has a good blog post on the more recent history (for a more detailed account see Leitonen, 2010). See also this infographic: The Evolution of Learning Technologies.

What I'm giving you here is the postage stamp version of ed tech history, and a personal one at that.

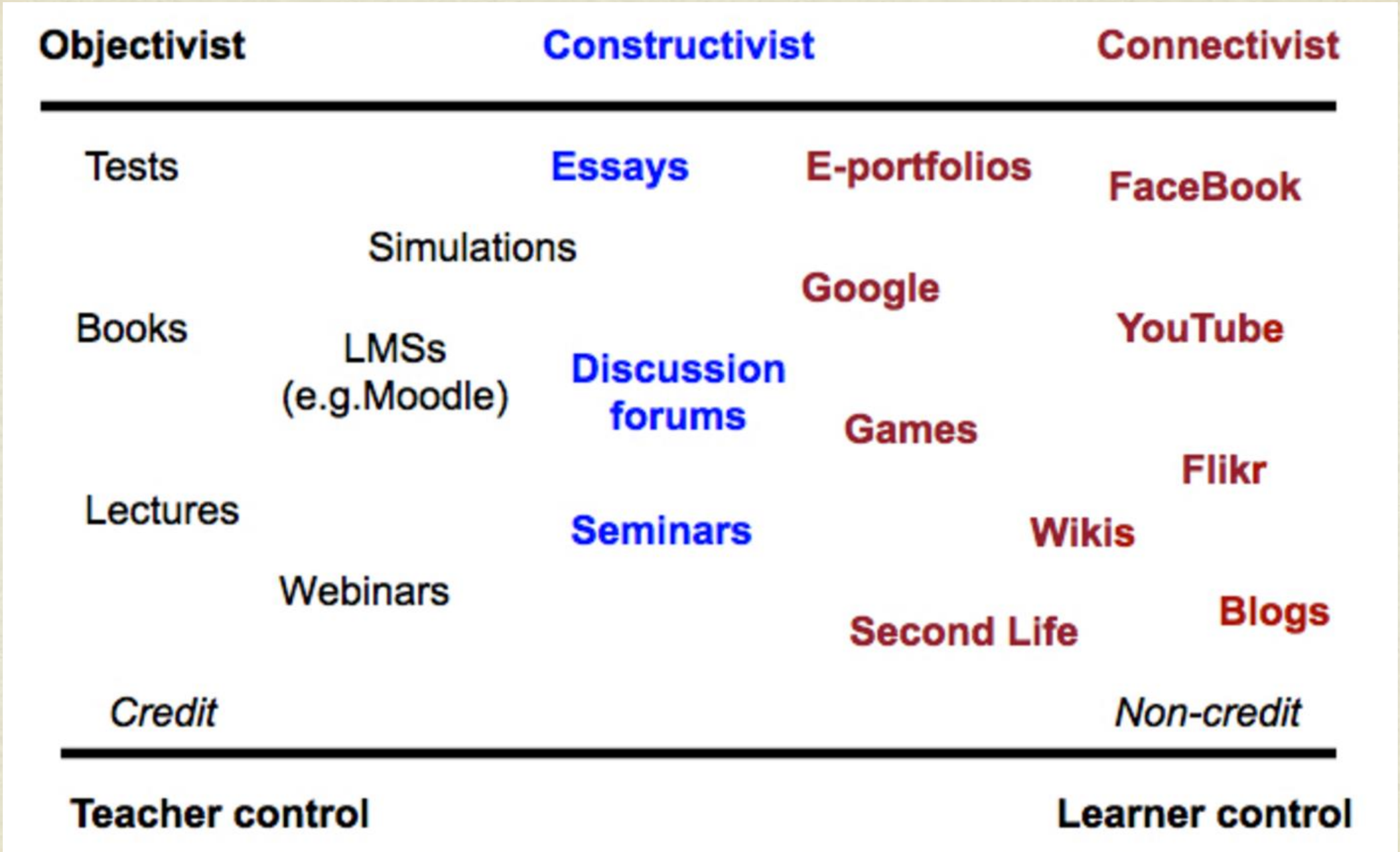
6.2.1 ORAL COMMUNICATION

One of the earliest means of formal teaching was oral – though human speech – although over time, technology has been increasingly used to facilitate or 'back-up' oral communication. In ancient times, stories, folklore, histories and news were transmitted and maintained through oral communication, making accurate memorization a critical skill, and the oral tradition is still the case in many aboriginal cultures. For the ancient Greeks, oratory and speech were the means by which people learned and passed on learning. Homer's Iliad and the Odyssey were recitative poems, intended for public performance. To be learned, they had to be memorized by listening, not by reading, and transmitted by recitation, not by writing.

Nevertheless, by the fifth century B.C, written documents existed in considerable numbers in ancient Greece. If we believe Socrates, education has been on a downward spiral ever since. According to Plato, Socrates caught one of his students (Phaedrus) pretending to recite a speech from memory that in fact he had learned from a written version. Socrates then told Phaedrus the story of how the god Theuth offered the King of Egypt the gift of writing, which would be a 'recipe for both memory and wisdom'. The king was not impressed. According to the king,

> it [writing] will implant forgetfulness in their souls; they will cease to exercise memory because they will rely on what is written, creating memory not from within themselves, but by means of external symbols. What you have discovered is a recipe not for memory, but for reminding. And it is no true wisdom that you offer your disciples, but only its semblance, for by telling them many things without teaching them anything, you will make them seem to know much, while for the most part they will know nothing. And as men filled not with wisdom but the conceit of wisdom, they will be a burden to their fellow men.

A framework for analysing pedagogical characteristics of educational media



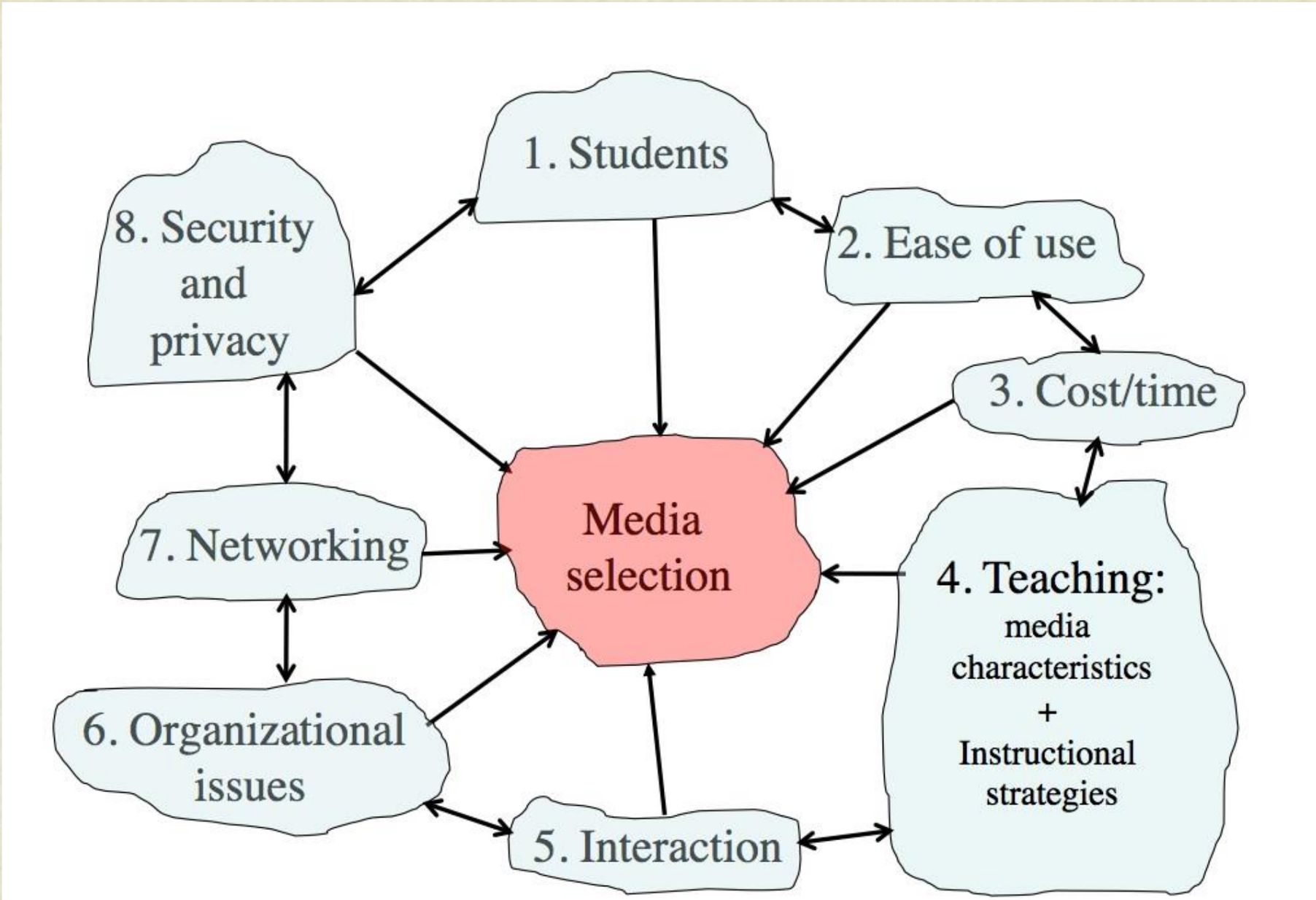
Questions on technology and media classification

Why is it important to distinguish between technology and media in education?

Do you understand the difference and relationship between technology, media and teaching methods?

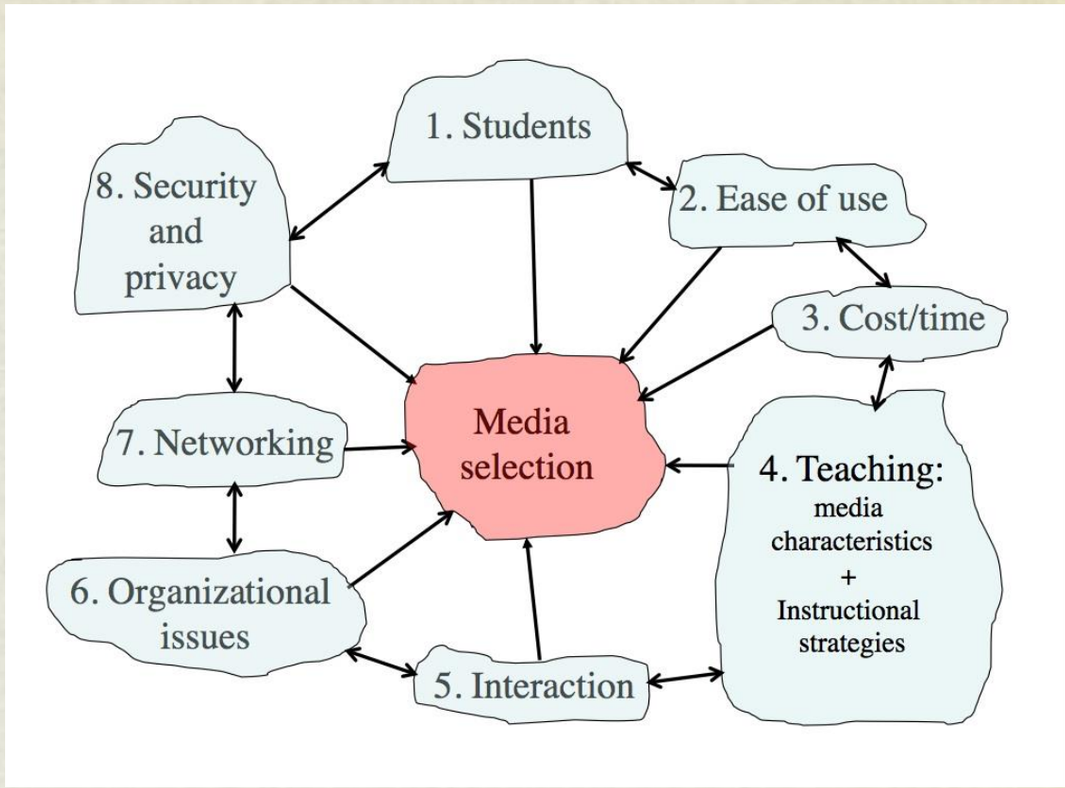
In what ways might this affect your design of teaching?

Choosing media: the SECTIONS model



SECTIONS model

- Intuitive, based on thinking about all these factors: art more than science
- Start with ‘gut’ feeling then check against the SECTIONS criteria
- Embed SECTIONS model within an overall design approach (e.g. ADDIE or agile).



General discussion about media selection and use in education

Your questions and comments