Media and Cognition: An Imaginary Journey

Brad Hokanson, Univ. of Minnesota, USA;

There are three broad steps or evolutions in current educational theory as it relates to computers and cognition. These three descriptions of computers in education and cognition include: that computers and technology act as a delivery mechanisms which transmit information without regard to or changing the content. The second understanding is one which recognizes technology as a generative mechanism, one which acts as a 'tool', as one uses a pencil, just faster. And finally, there is an understanding that technology and computers can exist as media in and of themselves, a place for creation, shaping our thoughts and the nature of the results of our exploration.

Let us build on our own learning, through our own imaginations, as a means to investigate the idea of media and cognition.

Imagine your own educational experience. Picture in your mind's eye the best teacher you had throughout your educational experience. Was that teacher solely concerned with the information delivered? Did that teacher vary substantially in method with other teachers you have experienced? Now picture the worst teacher you have had; probably that teacher focused or spent inordinate amounts of time and effort in getting the facts straight and covering the content.

This is a presentation on the concepts concerning media and its use in thought; cognition and media.. It is an exploration of our use of new media and technology as a means to thought, and by that nature, involves other means beyond the verbal presentation of a paper; it involves visual referrals to supporting quotations and directed imaginations to the participants own history of cognitive development. Viewers in the poster session will be asked to answer a series of questions about their own thought patterns and educational history; these responses will build the poster presentation and the data for the paper.