

# PREFACE



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## ***MULTIMEDIA AND CONCEPT ATTAINMENT: HOW TECHNOLOGY ACCELERATES THE LEARNING PROCESS***

This resource document provides research-based professional development materials for use by K-12 teachers, principals, staff developers, technology coordinators, and university professors. It may also serve as a resource for educators working with the more than 20 Texas Centers for Professional Development and Technology (CPDT) focused on pre-service training. Whereas the primary purpose of the document is to make research on motivation and concept attainment easily accessible to educators, the Texas Center for Educational Technology (TCET) staff recognizes that the research readings in isolation are not as helpful to practitioners as they would be if presented in learning contexts which engage groups of learners. The goal of this document is to provide practitioners with the research and key resources that help in the development of knowledge-building communities. Our hope is that these resources will be used with both pre-service and inservice teachers.

Contents of the document include a simulated role-play which introduces educators to important teaching and learning issues, trends, and philosophies linked to the use of technology, multimedia, hypermedia, motivation, and concept attainment. The videotapes and print materials mentioned in the suggested resources of the simulation are recommended. They provide choice for participants as they work in groups or as individuals, examining the research on concept attainment, multimedia, and technology.

The second section of this resource guide highlights the cogent research on concept attainment and multimedia. The TCET staff has purposely contrasted the research on multimedia and hypermedia. This is an important comparison, as interactive potential of the technological tools expands with each passing day. The control of the instructional program in a hypermedia context is clearly in the hands of the learner.

Section three includes support materials. This section includes the article, “The (In)sane Person’s Guide to Multimedia in Education,” an article in which national experts share their vision of multimedia in years ahead. This section also includes product classification and a vendor directory which will be helpful in follow-up activities for teachers. These support materials are not intended to be inclusive; they are intended to provide you with direction in locating quality materials. Additional simulations and training materials will be added to the publication at a later time.

