

Introduction

Throughout my books, I have discussed the issues important to helping all students be successful. We know that the majority of students in any given classroom are either visual or kinesthetic learners; they need to see and experience the learning before it makes sense personally. That is an important point, because we learn and remember best those things that make sense to us. If you have ever tried to memorize data that made no sense to you, you know what I mean.

I have included this book on using media in the *What Every Teacher Should Know . . .* series of books, because I believe that when we add a variety of media into the classroom, we significantly raise the possibility that we will reach all students. My goal is not to provide a book on the future of computer use but rather to discuss what is relevant now. In this book, I will discuss how the use of computers and other media can help us meet standards, provide better and more exciting lessons, and assess more thoroughly. I begin where we should begin in the classroom—with the vocabulary of the book.

Write your definition of the words as they relate to media in Form 0.1. After reading this book, revisit what you have written to see if you want to expand or change your original definition.

This book also includes a pre-test on the vocabulary used throughout this book. The Vocabulary Summary at the end of the book contains the terms and their definitions. Once you have finished the book, you will be given a second chance to show what you know on a vocabulary post-test.

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Form 0.1 Vocabulary List for Media and Technology

Vocabulary Word	Your Definition	Final Definition
<i>Bloom's Taxonomy</i>		
<i>Channel One</i>		
<i>Classroom climate</i>		
<i>Classroom management</i>		
<i>Cognitive development</i>		
<i>Computer-assisted instruction</i>		
<i>Creative and productive thinking</i>		
<i>Critical thinking</i>		
<i>Cyber schools</i>		
<i>Direct instruction</i>		
<i>Discovery learning</i>		
<i>Distance learning</i>		
<i>Higher-order thinking</i>		
<i>Linguistic organizers</i>		
<i>Multimedia</i>		
<i>Nonlinguistic organizers</i>		
<i>Primary sources</i>		
<i>Problem-based learning</i>		
<i>Rubric</i>		
<i>Scaffolding</i>		
<i>Secondary sources</i>		
<i>Student products</i>		

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