A Communication Theory's Approach to Educational Technology: An Annotated Bibliography

Overview

Communication has long been a primary focus of modern-day research and theories. In short, it has become such a focus in our world that our present society is often referred to as existing within the "Information Age." Essentially, society adopted this moniker because of our present, seemly-endless integration of modern communication devices and technology. In fact, this overwhelming adoption of communication has had a significant impact in the field of education (cited in cited in Jonassen & Land, 2000, p. 134). In essence, it has not only changed the way we learn, but also the way we teach. In other words, it has rewritten the way we approach knowledge, students, and the overall learning environment. Furthermore, because this approach is continuously changing, it demands new theories and technologies all of the time to simply stay relevant. Thus, I decided, if only to catalog, the exciting new field of communication theory to express its impact on education. In other words, the primary purpose of my research is to conceptualize communication as a phenomenon. Additionally, within this phenomenon, I will focus on the advantages and disadvantages of communication with the realm of educational technology. In the end, I hope that is provides exciting new information on the continued benefits of modern communication within education or radical, thought-provoking conjectures about its consequences.

Annotated Bibliography

Dickens, M., & Williams, F. (1964). Mass communication. *Review of Educational Research, 34,* 2, 211-221. Retrieved from
http://www.jstor.org.libproxy.boisestate.edu/stable/view/1169758
> A practical case study, this journal article explains the advent and changes of communication in higher education institutions throughout history. Essentially, this particular study was conducted by University of Chicago professors Milton Dickens and Frederick Williams for the American Educational Research Association. Specifically, this article's intended purpose was to recognize the importance of communication development research, especially with regards to new technology. In short, this particular article mirrors the work of researcher Leon Festinger (1957) on his theory of cognitive dissonance in mass communication (p. 291). Ultimately, this article supports my research focus by providing a timeline of communication development within a solid, education environment.

Elio, R., & Petrinjak, A. (2005). Normative communication models for agent. *Autonomous Agents and Multi-Agent Systems, 11,* 3, 273-305. Retrieved from
http://www.metapress.com.libproxy.boisestate.edu/content/q51732526n7p1j73/fulltext.pd
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> In this scholarly article, the intricate action of sending and receiving a message is examined. In short, the study was supported by the National Sciences and Engineering Research Council Discovery Grant that was given to noted scientists in the field of communication, R. Elio and A. Petrinijak. Essentially, the intended purpose of their study was to examine the intentions of various communication

models within the educational realm. In fact, it is very similar to a study performed by researchers Cohen and Levesque (1990) on the intentions existent within communication (p. 213). Ultimately, this article supports my research focus by providing me an examination of the intention behind communication in an educational setting.

Ham, S.-H., & Cha, Y.-K. (2009). Positioning education in the information society: The transnational diffusion of the information and communication technology curriculum. *Comparative Education Review, 53,* 4, 535-557. Retrieved from http://web.ebscohost.com.libproxy.boisestate.edu/ehost/pdfviewer/pdfviewer?sid=195a00 1e-daa5-4d65-a66b-39ee91105ef8%40sessionmgr12&vid=2&hid=104

> This particular article is a study that examines the remarkable developments in information and communication over the last decade. In short, this study was performed by Doctors Seung-Hwan Ham and Yun-Kyung Cha from the Comparative Education Review. Essentially, this examination was focused specifically on the advancements in today's microelectronics, computers, and telecommunications that affect education. Additionally, this study mirrors a similar study in the field of communication by Manuel Castells (2000) that studied the rise of the networked society. Thus, I believe this study aids my research focus by providing tangible facts on the explosive growth of technology in society and the educational system.

Leu, D. J. J., & Kinzer, C. K. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly, 35,* 1, 108-27. Retrieved from http://proquest.umi.com.libproxy.boisestate.edu/pqdweb?index=0&did=49649928&Srch Mode=1&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS =1331677959&clientId=8813

> This particular journal article deals with trying to predict the nature of literacy and digital literacy during the next millennium. In short, it was written by Donald Leu, Jr., a professor at Syracuse University, and Charles Kinzer, a professor from Vanderbilt University. Essentially, the intended purpose of this article was to discuss the advantages and disadvantages of merging communication and literacy instruction with currently available and future technology. In fact, this study mirrored some of Dr. Leu's (1998) other work in the field of new communication literacies. Basically, this examination provides my research focus with a study of the increasing common combination of educational theories and educational technology.

Ogan, C., Bashir, M., Camaj, L., Luo, Y., Gaddie, B., Pennington, R., … Salih, M. (2009). Development communication. *International Communication Gazette, 71,* 8, 655-670. doi: 10.1177/1748048509345060

> In this article, an examination finds that educational studies on communication have moved away from general, mass communication studies towards a more technological-related paradigm. Through an extensive review of both online and offline, peer-reviewed articles from 1998 to 2007; a team of eight professors, doctoral

students and master's degree students from the School of Journalism at Indiana University conducted this study on the emergence of global communication development in 2008. In short, this study was conducted to target research suggesting that communication development was moving off the research agenda of most communication scholars. In fact, this research would most compare to the work that Fair and Shah (1997) conducted on communication development since the year 1958 (p. 129). Essentially, this article relates to my research focus by providing a comprehensive background and timeline on the development of communication theories.

Schramm, W. (1962). Mass communication. *Annual Review of Psychology, 13,* 251-84. Retrieved from http://web.ebscohost.com.libproxy.boisestate.edu/ehost/pdfviewer/pdfviewer?sid=e56edd5f-3dba-41c3-a734-b557e8d64159%40sessionmgr111&vid=2&hid=104

Reviewing this article, I found it to be a focused study of mass communication, especially within a group setting. In short, this exceptional study was originally performed by Dr. Wilbur Schramm, head of the Institute of Communication Research at Stanford University. Essentially, Dr. Schramm's intended purpose for this study was to study the nature of language and symbols amongst a group of people. In fact, Dr. Schramm's work is most closely related L.C. Barrow's (1960) study on the effects of communication through television in an educational setting (p. 247). In the end, Dr. Schramm's study will aid my research focus by providing me a better understanding of not only communication within a group setting, but also communication delivered through educational technology.

Soukup, C. (2000). Building a theory of multi-media CMC: An analysis, critique and integration of computer-mediated communication theory and research. *New Media & Society, 2,* 4, 407-425. doi: 10.1177/1461444800002004002

In short, this particular article examines computer-mediated communication and explores the theoretical implications of increasing audio visual software in cyberspace. Essentially, this study was conducted by a visiting professor in the Department of Communication at the University of Oklahoma. Its intended purpose was to analyze, critique, and integrate various computer-mediated communication theories with its corresponding research. By comparison, this study would most resemble the researcher N. Baym's (1995) study on the emergence of computer-mediated communication in the field of communication (p. 138). Furthermore, this journal article provides my research focus with recent theoretical implications of technology on communication.

Zielinska, D. (2005). The implications of the role models in empirical sciences for constructing the framework for natural language communication models. *Journal of Technical Writing & Communication, 35,* 1. Retrieved from http://web.ebscohost.com.libproxy.boisestate.edu/ehost/pdfviewer/pdfviewer?sid=2641f347-892e-4665-9fa4-d6fa03bbd923%40sessionmgr4&vid=2&hid=104

This peer-reviewed article examines the effectiveness of leaning outcomes based on communication models. In short, the article was written by Jagiellonian University

professor, Dorota Zielinska. Essentially, her intended purpose for writing the article was to examine models of communication used in education from an empiricist's point-of-view. In fact, her research focused a lot on previous research performed by University Institute of Linguistics professor, J. Pogonowski (1981). Specifically, she focused on his work on the application of communication models within the educational realm. Ultimately, this article fits my research focus by providing me an in-depth examination of the effectiveness of communication models in the classroom.

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