





studies that included qualitative or quantitative data about learning or motivation. In addition, their analysis of the learning and transfer measures used in all 19 studies concluded, "positive findings regarding the educational benefits of games can be attributed to instructional design and not to games per se. Also many studies claiming positive outcomes appear to be making unsupported claims for the media." (p. 46-462). Similarly, in her dissertation research, Kebritchi (2008) noted that the majority of research

instructional effectiveness of the technology or comparing the new with an older technology. Each new technology seems to attract its own set of advocates who ask research questions that seem similar to past media studies and claim their technology improves learning and/or motivation. However, as I've argued throughout this paper, it's how the technology is used and integrated with instruction that makes the difference, not the technology used to deliver or others facilitate the instruction.

For many of us, the classroom was pretty much the same as when our parents went to



asked if mixed, mobile, game, audio, video, virtual, distance learning, social media, Web, Web 2.0 or other emerging technologies enhance learning, or if one is better than another, you can say, "the answer lies in design."

## References

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