Abstract
This document is the result of a review of literature that presents the adverse position of two large displays of educational technology: Richard Clark and Robert Kozma, the aim is to show the position of the authors supported by research and, especially, in G. Salomon's contributions for the understanding of the cognitive effects of the media, given its technological attributes, symbolic processing. For the purpose of this work, it was necessary to consult Learning from Media: Arguments, analysis, and Evidence of R. Clark and Kozma opposed to in his article: Robert Kozma's counterpoint theory of Learning with media. As for the construction of the document followed the recommendations of J. Galvan: definition the topic and keywords, search for books and more representative and electronic records. Later the authors developed this document. Consistent with Clark's position, the authors conclude that technology itself does not promote learning, and as artifact, whatever, is only half, however, are in favor of, as expressed by A. Kay-For two decades, the technology is not neutral, carries a number of implications not only in how it acts externally, but also in the generation of cognitive models or frames of thinking, according with the position Kozma and Salomon. It is necessary to integrate the processes of teaching and learning, a set of pedagogical principles that become levers for thought.

Keywords
TECHNOLOGICAL MEDIA, COGNITIVE DEVELOPMENT, SYMBOLIC SYSTEM, TECHNOLOGICAL POTENTIAL, METHOD