

Instructional Design, E-Learning And Educational Publishing: Creator To Consumer In A Digital Age



Bill Cope, Mary Kalantzis and Adam Saulwick

Learning Framework

**Instructional Design,
E-Learning
And Educational Publishing:
Creator To Consumer In A Digital Age**

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About The Course Developer

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Adam has worked extensively in the fields of curriculum development, language instruction and instructional design in Australia and Europe in a variety of media. In addition to conducting extensive linguistic and ethnographic research in northern Australia, he has compiled a dictionary of an Australian Aboriginal language. Adam has an Honours degree in Linguistics and is currently working on a doctoral thesis in Linguistics, which describes the grammatical structures of a polysynthetic language of northern Australia.

Important terminology

The 'Learning Framework' is the overall educational endeavour of '*Instructional Design, E-Learning And Educational Publishing*'. This is comprised of three 'themes', presented in the left-hand column of the Framework map. Each theme is divided into three learning 'processes', presented in the top row of the Framework map. Altogether this constitutes nine 'elements'. The Learning Framework is also referred to as the 'course'.

Aims

Knowledge scope

Instructional Design, E-Learning And Educational Publishing examines three core aspects relevant to the changing nature of today's education: the design of instructional materials, learning online and the publication of learning materials for the education and business sectors. In this course you will address some essential questions that are relevant to these industries. For example, what is Instructional Design and why is it particularly relevant in the current climate of online learning and educational publishing? Moreover, how can theories of Instructional Design usefully feed into notions of E-learning and why is this important? Finally, why is it important to be aware of developments in E-Learning and Instructional Design theories for educational publishers?

Knowledge and capability aims

As a result of working through this Learning Framework you will have the capacity to:

- ⊗ engage in meaningful discussion about the themes of the course;
- ⊗ understand the basic circumstances in which the three themes of the course are located;
- ⊗ explore in some detail theories of Instructional Design, E-Learning And Educational Publishing;
- ⊗ clarify the relationship between Instructional Design and E-Learning;
- ⊗ relate theories of E-Learning to some of the practicalities of Educational Publishing;
- ⊗ apply a knowledge of the three themes of the course to a real-world environment;
- ⊗ appreciate the diversity of conceptions of E-Learning and the relative importance that different countries place thereon;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ write a substantive work on a theme related to the course;
- ⊗ maintain your knowledge of changes in Educational Publishing in the light of contemporary theories, practical constraints and developments in the industry; and
- ⊗ improve your ability to research primary evidence and construct critical arguments.

Learning pathways

A feature of this course is that it allows you to choose your own pathway according to your learning preferences, although suggested pathways are provided at the end of each element. You can choose to begin the course at any element and proceed to any other element. On completion of the course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests. You can use the possible pathways presented below as a guide, but it is recommended that you design your own pathway.

Examples pathways

You may wish to approach a learning theme by exploring the empirical data in the field taken up in an *Empirical And Experiential* learning process, then progress to broadening your knowledge of current theories of that theme. Or, you may progress to the empirical evidence of another theme.

| | <i>Empirical And Experiential</i> | <i>Conceptual And Critical</i> | <i>Applied And Transferred</i> |
|--|-----------------------------------|---|---|
| <i>Theme 1: Instructional Design</i> | 1.1 → Instructional Design ↓ | 1.2 The Importance Of ID | 1.3 Curricula And Methodology |
| <i>Theme 2: E-Learning</i> | 2.1 Electronic Learning | 2.2 E-Learning For Today's Societies | 2.3 E-Learning: Case Studies |
| <i>Theme 3: Educational Publishing</i> | 3.1 Educational Publishing | 3.2 Theories Of Edu Publishing | 3.3 Practicalities Of Edu Publishing |

If you have a strong practical understanding in a particular area, you may wish to begin the course in an *Applied And Transferred* theme and then progress to engage with this theme from a more theoretical perspective. Alternatively, you may then wish to explore another theme with the same learning process.

| | <i>Empirical And Experiential</i> | <i>Conceptual And Critical</i> | <i>Applied And Transferred</i> |
|--|-----------------------------------|---|---|
| <i>Theme 1: Instructional Design</i> | 1.1 Instructional Design | 1.2 The Importance Of ID | 1.3 Curricula And Methodology |
| <i>Theme 2: E-Learning</i> | 2.1 Electronic Learning | 2.2 E-Learning For Today's Societies | ← 2.3 E-Learning: Case Studies ↓ |
| <i>Theme 3: Educational Publishing</i> | 3.1 Educational Publishing | 3.2 Theories Of Edu Publishing | 3.3 Practicalities Of Edu Publishing |

If you are well versed in the theory of a particular area, you may wish to begin the course in a *Conceptual And Critical* theme and then progress to address this theme from a more empirical perspective. Alternatively, you may then wish to apply your theoretical knowledge on a practical level.

| | <i>Empirical And Experiential</i> | <i>Conceptual And Critical</i> | <i>Applied And Transferred</i> |
|--|-----------------------------------|---|---|
| <i>Theme 1: Instructional Design</i> | 1.1 Instructional Design | 1.2 The Importance Of ID | 1.3 Curricula And Methodology |
| <i>Theme 2: E-Learning</i> | 2.1 Electronic Learning | 2.2 E-Learning For Today's Societies | 2.3 E-Learning: Case Studies |
| <i>Theme 3: Educational Publishing</i> | 3.1 Educational Publishing | ← 3.2 → Theories Of Edu Publishing | 3.3 Practicalities Of Edu Publishing |

Framework map

Instructional Design, E-Learning And Educational Publishing

| | <i>Empirical And Experiential</i> | <i>Conceptual And Critical</i> | <i>Applied And Transferred</i> |
|---|---|---|--|
| <p>Theme 1: Instructional Design</p> | <p>1.1</p> <p>Instructional Design (ID)</p> <p><i>What is Instructional Design and why is it important?</i></p> | <p>1.2</p> <p>The Importance Of Instructional Design</p> <p><i>What does ID contribute to the educational objective?</i></p> | <p>1.3</p> <p>Designing Curricula And Methodology</p> <p><i>How are current ID models best implemented?</i></p> |
| <p>Theme 2: E-Learning</p> | <p>2.1</p> <p>Electronic Learning</p> <p><i>What is E-Learning?</i></p> | <p>2.2</p> <p>E-Learning For Today's Societies</p> <p><i>Why are challenges in E-Learning relevant to educators and society?</i></p> | <p>2.3</p> <p>E-Learning: Case Studies</p> <p><i>Who is learning online and how?</i></p> |
| <p>Theme 3: Educational Publishing</p> | <p>3.1</p> <p>Educational Publishing</p> <p><i>What is changing in Educational Publishing?</i></p> | <p>3.2</p> <p>Theories Of Educational Publishing</p> <p><i>Why do changes in education theory impact on Educational Publishing?</i></p> | <p>3.3</p> <p>Some Practicalities Of Educational Publishing</p> <p><i>What are key industry initiatives in Educational Publishing?</i></p> |

Assessment

There are three forms of assessment in this course. Two significant pieces of work must be submitted: **Assessment Task A** (worth 25% of your final mark) and **Assessment Task B** (worth 75% of your final mark). There is also the **Hurdle Requirement** that you participate in the Discussion Groups each of the element topics.

You should aim to ensure that the work you complete for Assessment Task A and the Discussion Groups builds toward your major piece of assessment, Assessment Task B.

Assessment Criteria

Your assessment tasks will be assessed in accordance with the following criteria:

- ⊗ Have you clearly identified the issue(s) you intend to explore?
- ⊗ Have you clearly identified the assessment format through which you intend to carry out your exploration, and then properly applied that format?
- ⊗ Have you justified your choice of issue and choice of format?
- ⊗ Have you clearly stated your key arguments and/or conclusions?
- ⊗ Have you gathered evidence appropriate to your issue and assessment format?
- ⊗ In your analysis of the evidence have you clearly shown how it supports your arguments/conclusions?
- ⊗ Have you related your arguments/conclusions back to the print and publishing industries?

Assessment Co-design

Your choice of an assessment task topic must be made in consultation with your teacher. During the introductory week you should familiarise yourself with the content of all nine Learning Elements of the Framework. The descriptions of the course readings are designed to assist you to do this. This will help you develop a sense of the topics and the **assessment format** that interests you and suits your background and/or professional experiences.

You must then discuss with your teacher your preferred assessment format for Assessments A and B and indicate the proposed focus. A Learning Report will be created between you and the teacher and will record your negotiations with regard to the assessment tasks and your preferred learning style.

The research for your final task will evolve as the course progresses; this will be documented in the Learning Report. As you progress through the Learning Elements, and engage in Online or Tutorial discussions, you will be testing ideas that can be used in your work for Assessment Tasks A and B. The smaller Assessment Task A represents a chance for you to trial the assessment format you intend to use in Assessment Task B. On completion of Assessment Task A you may decide to pursue a different assessment format for Assessment Task B. This will require renegotiation with your teacher.

Assessment tasks

Assessment Task A

This assessment is worth **25%** of the total course mark. It must be approximately (but not exceed) **1,500 words** and presented in the assessment format you choose during the Assessment Co-design process.

Assessment Task A has two purposes:

- (i) to help you begin to format the structure of Task B; and
- (ii) to help you begin to build the content for Task B.

In this task you will develop a proposal, which you will then implement for Assessment Task B.

Assessment Task A gives you the chance to develop your proposal in a particular format before you undertake the major Assessment Task B. Assessment Task A must be **submitted by the end of Week 4**. It will be marked and returned to you promptly in order to maximise the time you have to develop your Assessment Task B. With your approval, Assessment Task B may be uploaded onto the website on completion of the course.

Assessment Task B

This assessment task is worth **75%** of the total course mark. It must be approximately (but not exceed) **3,500 words** and will be assessed by the teacher on completion of the course.

The purpose of this assessment is to provide you with the opportunity to explore course-specific knowledge through a particular assessment format in a more substantive nature. Templates will be supplied for the purposes of completing this assessment task. Remember—before undertaking this work, you must confirm with your teacher:

- (i) the subject matter and topic of the assessment task; and
- (ii) the assessment format.

Hurdle Requirement

The ‘hurdle’ is a requirement which must be fulfilled before you are eligible for final assessment. This course sets as a Hurdle Requirement the satisfactory involvement in online Discussion Groups and/or attendance at tutorials before your Assessment Task B may be submitted for evaluation. ‘Satisfactory’ means a reasonable participation in online Discussion Groups (**3 posts or more**) in a **minimum of 6 of the 9 weekly Elements**. If this course is delivered face-to-face, ‘satisfactory’ means reasonable participation at **70% of tutorials**.

Assessment formats

The following pages provide information about different task formats you can choose for your assessment. Examples of specific studies are given after each format.

Case Study

The points below outline some possible steps to follow when undertaking a Case Study:

- ⊗ Identify the key intellectual positions established by the literature in this field.
- ⊗ Review the literature. This should be relatively brief—around 500–800 words out of a total of 3,500.
- ⊗ On the basis of your understanding of the literature, decide on a research question you wish to explore.
- ⊗ If possible, break your research question down into smaller component parts that come together logically to help you answer the larger question.
- ⊗ In order to build an answer to your research question, select a case to be studied—it might be an institution or a phenomenon (issue or action).
- ⊗ Justify why that particular case has been chosen. How is it similar to, or different from, other cases in this field? How might your potential findings answer your research question?
- ⊗ Compile the data relevant to the case. This is usually unmediated data, e.g. primary documents (such as government and industry reports), commercial documentation (such as company annual reports), newspaper reportage, interviews with participants, etc.
- ⊗ Set out your data in a structured manner. You might do this thematically, chronologically or in a manner that reflects the institutional structure of the case studied.
- ⊗ Where possible, ‘triangulate’ between the different forms of data (i.e. compare how different data sources interpret a particular event or institution).
- ⊗ Analyse your research findings. How is your case study similar to, or different from, the key intellectual positions in this academic field?

Case studies tend to focus on empirical and experiential skills, although conceptual and critical abilities are also required.

An introductory text to case study methodology is [Burns \(1996\)](#).

Case Study example

This example is based on issues raised in Theme of **E-Learning**.

Literature review

- Identify key themes in material such as (Earle, 2002; Richards, 2002; Young and Marks-Maran, 1999) or the (Commission of the European Communities, 2001; Commission of the European Communities, 2002) report such as 'Action Plan for E-Learning' (which describes the Commission of the European Communities' action plan for e-learning and outlines programs and instruments related to current trends in Information Communication Technologies).

Research question

- Develop some research questions, such as:
- *Why are societies investing heavily in E-Learning?*
- Sub-questions: *What are the different conceptions of E-Learning? Are these differences politically based, i.e. Europe vs. Aus. vs. USA? If so why? Are these differences sector-based, i.e. business vs. education? If so, why?*

Select a case

- An industry-wide focus: the Australian university sector industry.
- Alternatively, you may decide to focus on a single business: e.g. Cisco.
- Provide details of how Cisco is similar to, or different from, other deliverers of online education in Australia or elsewhere, such as 'bricks and mortar' universities. You might identify and explain issues such as: the nature of the company's ownership, the nature of the products it produces, the nature of the production processes it employs, etc.

Gather data

- Draw on material such as: industry and government reports; reports and statistical data from the Department of Education; publicly available business information on the specific organisation (e.g. Commission of the European Communities); reports from interest groups; reports from marketing groups; newspaper articles; and /or academic journal articles.
- Where appropriate (and in line with your academic institution's research ethics policy) you may wish to conduct interviews with key stakeholders in the industry or the particular organisation on which you are focusing.

Case Study example (continued)

Present data

- In this case, you might use the sub-questions of the research focus as headings under which you divide up your data, e.g. discuss the interrelation between ICT and pedagogical theory, or interpret the breakdown of penetration per student of ICT across sectors, etc.
- Indicate where different types of data agree or disagree on particular issues (i.e., triangulation).

Analyse data and make findings

- Cisco's profit margin matches that of the industry as a whole—equivalent to x% of the value of annual expenditure—for many of the same reasons as other Australian-based online education providers: development costs, niche markets, competition, etc. A company, such as Cisco, may be able to lower costs through improved delivery modes, but these gains may be marginal at best. It may be far more important that it improves its existing market share and work with other online education providers to increase the overall size of the market.
- Provide detailed reasons for your findings and conclusion with reference to the data you have presented.

Action Research projects

Action research is ‘learning by doing’. It is usually undertaken by a researcher (or a group) who is working within the organisation that is the object of study or is engaged in activities in the study area.

The points below outline possible steps to follow when undertaking an Action Research project:

- ⊗ The first step in action research is to define the real world problem that requires resolution.
- ⊗ A possible solution to the problem is then proposed.
- ⊗ This solution is then implemented, with performance outcomes regularly monitored.
- ⊗ The criteria by which performance is measured are also regularly re-assessed.
- ⊗ This research method is primarily qualitative, although quantitative measurements and data gathering may also be employed. In general, data is sourced through daily journals, interviews and group discussion, as well as primary documentation.
- ⊗ In the context of this course, an Action Research project may be conducted in a more ‘second-hand’ manner, where the researcher examines the experience of an organisation, or several organisations, in responding to a specific problem.
- ⊗ This assessment task incorporates elements of all three learning styles, though its focus is on *Empirical And Experiential* and *Applied And Transferred* approaches.

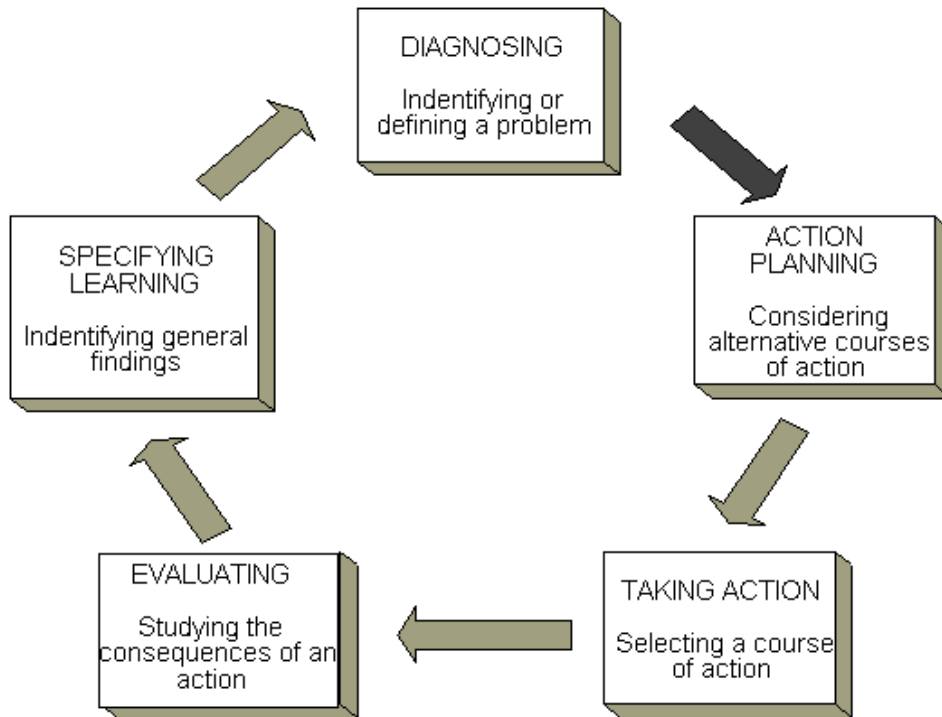
A clear description of Action Research methodology can be found in [O’Brien \(1998\)](#).

Action Research project example

This example is based on issues raised in Element 2.3

E-Learning: case studies.

The Action Research Cycle



Source: <http://www.web.net/~robrien/papers/arfinal.html>

The Problem

- (Assuming you work within E-Learning and the following is a problem that is currently facing your business.) *Can the cost effectiveness of learning be improved through new E-learning technologies?*

The Plan

- Run a mock pilot study comparing the start-up and operational costs of traditional learning modes with the operational costs of E-learning over a variety of sectors (e.g. technical, fiction, academic).

Action Research project example (continued)

The Project Strategy

- Identify all potential costs and opportunities through an issue identification forum with work colleagues.
- Identify all potential costs and opportunities through the relevant literature: general economic material on face-to-face vs. online vs. blended delivery modes, industry-specific reports, technology-specific analyses, etc.
- Out of this process, clarify and justify the key measurements by which costs will be ascertained.
- Clarify the sources of data to be used: product analyses, industry and government reports and statistics, specific business costings (gathered from a range of educational provider firms and averaged out) and your own cost analysis.

Evaluation

- Collect the data and make the cost comparisons between existing face-to-face modes and new e-learning modes and technologies.
- Determine the advantages and disadvantages with each mode, assessing not only cost effectiveness, but also provider/receiver attitudes and product types.
- Determine the impact of start-up costs on the efficiency of introducing E-learning technology.

Findings And The Identification Of New Problems

- The conclusion to be drawn from this research process is that there are (no) cost advantages in setting up and operating e-learning technology. These cost advantages significantly decline once development and maintenance costs are factored in, or become irrelevant when assessed in terms of student expectations and evaluations.
- A plan for further action, leading toward implementation, would take into account the problems encountered in the course of this project.

Business Or Strategy Plan

Business and Strategy Plans seek to apply pre-existing evidence and analysis to real world scenarios.

The points below outline some possible steps to follow when preparing a Business or Strategy Plan:

- ⊗ The goal here is to detail a course of future action for a private organisation (not necessarily a for-profit company) operating in the online education market.
- ⊗ The first action in drawing up a plan is to define the organisation for which the plan is intended and the environment in which they operate (e.g. online education, etc). The organisation may be a fictional or an existing entity.
- ⊗ Using the pro formas and business literature provided in the course reading, as well as the business data gathered from the organisation itself (e.g. annual reports) the task is then to determine: the goals of the organisation (long-term and short-term); the market environment; the strategy whereby those goals might best be achieved within that environment; the capability of the organisation to follow that strategy, and the range of options the organisation has open to it.
- ⊗ While full financial costings are not required for the purposes of this exercise, there has to be evidence of some cost–benefit analysis.

A pro forma business plan can be found in [PlanWare \(1999a\)](#). Information on Strategy Plans can be found in [PlanWare \(1999c\)](#) and information on SWOT Analysis in [MindTools \(1995\)](#).

Business Plan example

- Assess the business' EXISTING Strengths and Weaknesses (internal to the business) and the current Opportunities and Threats presented by the industry (external to the business). This can be done in extended dot point format under the respective headings.
- Set out the vision you have of where the business will be in 4 to 5 year's time. (e.g. Your business will be of a certain size, scope and nature—it will have a certain position in the market and in the industry.)
- Provide a short paragraph setting out the purpose mission statement for business to cover the next 4–5 years. (e.g. Your business performs certain activities in pursuit of the defined vision.)
- Draft a statement of corporate values and beliefs. (*How does your business see its relationship with customers, staff, suppliers and stakeholders—how does it behave?*)
- Set out the key long-term objectives.
- Identify the business's key strategies and major functional areas.
- Assess possible FUTURE strengths, weaknesses, opportunities and threats.
- Review your vision, mission, values and objectives for the business.
- Specify major goals achievable over the next 4–5 years.
- Define strategic action programs.

Reflective Journal

The purpose of this task is to provide a personal reflection on how the knowledge and techniques imparted in the course may, or may not, be applicable to daily work within the industry. The focus is on the participant's own practice, although observations on broader workplace practice can be made.

- ⊗ Your reflections should be both chronological and thematic. They should explicitly refer to the relevant readings and analyse how those readings might relate to your workplace.
- ⊗ This assessment task combines all three learning approaches, although its emphasis is on the ***Empirical And Experiential***. For a methodological overview of two types of reflective journals refer to:

A: 'Keeping a Reflective Journal' by the Institute for Interactive Media and Learning, University of Technology Sydney, also at http://www.clt.uts.edu.au/Scholarship/Reflective_journal.htm

B: Australian National University's Centre for Educational Development and Academic Methods: 'Keeping A Reflective Journal', also at <http://www.anu.edu.au/CEDAM/ssfun.html>

Reflective Journal example

Questions to ask yourself:

- *What is the current problem or issue I wish to address?*
- *What additional information would be useful?*
- *What are my assumptions?*
- *What can I do to create a change? [Be as adventurous as you can in your suggestions.]*
- *What are the possible outcomes of these?*
- *What action will I take? Why?*
- *What outcomes do I hope to achieve?*
- *Reflect on the actual outcome: What worked well?*
- *How does this connect with an aspect of my practice?*
- *What are the teaching and learning principles that are involved?*
- *What could I change in relation to this?*
- *What would happen if I did...?*
- *Focus on a critical incident and describe it as objectively as possible.*
- *What were the assumptions that I was operating with?*
- *What other ways are there to see this event?*
- *How would my students explain this event?*
- *How do the two explanations compare?*
- *What could I do differently?*

Argumentative Essay

This task involves the production of a critical academic paper. The essay must be argumentatively structured and focus on one of the key themes or debates within the course. It is primarily conceptual and critical in nature.

- ⊗ It is important to note that what is required here is an *argumentative* essay not a *descriptive* one.
- ⊗ In the introduction to the paper you need to provide a reasoned argument that responds to your chosen topic.
- ⊗ In the main body of the paper you need to indicate the counter-arguments to the position you are supporting, and then explain why, on balance, you arrive at your conclusion.
- ⊗ Argumentative essays tend to rely on the discussion of secondary sources and analytical material. For this reason they generally fall within the ***Conceptual And Critical*** learning style.
- ⊗ Some useful tips on writing an argumentative essay can be found in [Peterson \(1996\)](#).

Argumentative Essay example

Your essay should be set out in the following way:

- A clear and unambiguous conclusion.
This should be your first sentence, so the reader knows what you are trying to prove.
- Clearly state the issue and explain why it is important.
- Good organization.
Keep sub-arguments together. A sub-argument usually takes one to three paragraphs to develop. Make the conclusion of the sub-argument the first sentence.
- Support claims with evidence.
For every sentence, ask yourself, *why should my reader believe this?*
Then give the evidence that will justify belief.
- Clarify.
Do not assume the reader will understand what you mean.
- Define key terms.
- Use appropriate modalities.
(In other words don't overstep your evidentiary limits.) When you use a high modality (for instance, "certainly") then you must use a sound argument (valid with true premises). You must use a deductive argument form in order to prove a claim with a high modality.
- Evidence of open-mindedness.
It should be clear that thoughtful consideration is being given to all positions. The BEST reasons for both positions should be in evidence, and both should be fairly analysed, based on their logical adequacy, not their emotional appeal.

About this Learning Framework

Significant changes are occurring in educational publishing and the creation of curriculum resource materials. These are, in part, a consequence of the development of online transmission technologies and related business models. Frequently appearing under the name 'E-learning', these innovations have evoked a variety of responses. On the one hand, it is claimed that e-learning involves little more than a translation of older 'textbook' forms which, with the partial or complete removal of face-to-face teaching, leads to a reduction in the quality of the learning experience. On the other hand, more optimistic claims are made that the digital environment creates the potential for the development of non-linear learning environments, which cater more effectively to learner needs, including diverse interests and learning styles.

Instructional Design, E-Learning And Educational Publishing explores the interconnections between new processes for the creation of educational content, and current or emerging theories and practices of instructional design.

Keywords

Business
Culture
Digital Publishing
Educational Publishing
E-Learning
Instructional Design
Online Publishing
Pedagogy
Technological Change
Technology
Theories of Instruction