Educational Considerations

Viewpoint: Thoughts from the field of education technology

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The field of educational technology is experiencing such rapid change that even the literature of the field may be dated by the time of its publication. Current development in areas such as microcomputers, interactive video, satellite communications and the interactivity of various media forms provide an exciting challenge for the educational community.

The authors of this special issue of *Educational Considerations* have addressed the most crucial of the technologically oriented issues facing educators today. Soliciting and editing the contents of this issue have been stimulating and highly rewarding experiences.

Educational technology is still in its infancy as a professional area within education and training. As a result, a definitive view of the field is only now becoming accepted on a broad scale. Donald P. Ely of Syracuse University addresses the matter of defining this rapidly changing field in the issue's lead article. Gerald M. Torkelson of the University of Washington gives further meaning to the parameters of the field in his discussion of the current theoretical considerations of the utilization of media and technology in instruction.

Francis M. Dwyer of Pennsylvania State University, Ann DeVaney Becker of the University of Wisconsin and William D. Winn of the University of Calgary each discuss crucial concerns relating to visual dimensions of the field. John A. Hortin of Kansas State University provides some suggestions for practical applications of instructional design in today's schools.

Fred A. Teague and Doug Rogers of East Texas State University discuss how microcomputers moved rapidly into education and describe implications for instructional applications of emerging computer technology. More specific concerns associated with microcomputer application in matters centering upon instructional developments with LOGO are discussed in the article by Michael J. Striebel of Pennsylvania State University.

Crucial issues associated with making educational decisions relating to educational technology are articulated by Robert Heinich of Indiana University. The future of educational technology is discussed by Kent L. Gustafson from the University of Georgia. Finally, research needs and priorities for the near future are described by Richard E. Clark of the University of Southern California.

Special thanks are in order for the contributions each author made to this issue. Such a collection of original articles from authorities who are so highly regarded in educational technology should make a lasting contribution to the literature of this field.

The guest editors appreciate the opportunity to bring this collection of authoritative literature to the educational community. It is hoped that this special issue of *Educational Considerations* will help readers better understand the major issues associated with educational technology and enable many to use appropriately available technology to enhance and improve instruction.

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