



JOURNAL OF INSTRUCTIONAL DEVELOPMENT

FALL 1978, VOL. 2, NO. 1

Association for Educational Communications and Technology

EDITOR:
Kenneth H. Silber

EDITORIAL BOARD
Barry Bratton
John Haney
Howard Hitchens
John B. Johnson
Curtis McCarty
M. David Merrill
Steven G. Sachs
Kenneth H. Silber
Carolyn Skidmore

The *Journal of Instructional Development* is published quarterly by the Association for Educational Communications and Technology, Inc., 1126 Sixteenth St. NW, Washington, DC 20036.

Annual subscriptions: \$15 domestic, \$17 foreign; \$10 special rate for AECT members.

Copyright © 1978 by the Association for Educational Communications and Technology.

ISSN 0162-2641

Editorial production services by Blue Pencil Group, Reston, Virginia.

Nonprofit organizations and individuals may quote from or reproduce single copies of material in JID for noncommercial purposes provided that full credit acknowledgements are given and permission of the author(s) is obtained. For permission to quote from or reproduce copyrighted material from JID for commercial purposes, write to: Permissions, AECT.

All copies, whether reproduced under "fair use" provisions of the copyright law, or with permission as granted here or by letter from AECT, must carry the following notice:

Copyright 1978, Association for Educational Communications and Technology, 1126 16th St. NW, Washington, DC 20036. Reprinted from the *Journal of Instructional Development*.

Contents

The Future of Instructional Development, Kenneth H. Silber	2
The Future of Instructional Development—Through the Looking Glass Darkly, Kent Gustafson	2
Instructional Development: Deliverance, Kenneth H. Silber	2
Using Gagne's Events of Instruction as a Guide for Producing Stimulus Material, Walter Wager	6
Scientific Notation in Instructional Design, Richard C. Boutwell	9
Descriptors of Evaluations in Instructional Development: Beyond the Formative-Summative Distinction, Earl R. Misanchuk	15
Evaluation Technology in Instructional Development, Robert D. Tennyson	19
Promoting Adherence to a New Paradigm of Instructional Management, Robert A. Reiser	27
Putting Together an Instructional Development Team, Edward E. Green and Gordon E. Mills	29
Instructions for JID Authors	34

About this issue . . .

Kenneth H. Silber, *Editor*

This first generally available issue of *JID* contains both practical and theoretical articles related to four aspects of instructional development: the field itself, strategies for performing ID, the evaluation component in ID, and the management of the ID process.

Gustafson and Silber present opposing views on the future of instructional development. The papers, originally presented at the Division of Instructional Development Symposium "The Future of Instructional Development" at the 1978 Association for Educational Communications and Technology Convention, deliberately take extreme positions on the survival and utility of ID. Their goal is to stimulate developers to think about their field and to promote further dialog on this crucial issue.

Wager offers a strategy developers can use to plan instructional stimuli based on Gagné and Briggs' *events of instruction* and shows how the strategy can be operationalized using a media analysis worksheet. Boutwell calls for the use of a more scientific way of describing these events of instruction and offers a scientific notation that increases the precision of describing the events and allows for more accurate compar-

son of research on instructional strategies.

Tennyson emphasizes the role of evaluation in every phase of the ID process and describes the type and outcomes of the evaluation done at each phase. Misanchuk (like Boutwell) calls for a more precise way of describing what we do. He proposes a new term, *confirmative evaluation*, (to describe a purpose for evaluation not covered by the formative and summative designations) and proposes two dimensions: one to describe the how of evaluation and one to describe the what of evaluation.

Reiser describes the problems that occur when the implementation of an instructional system does not match that planned during the design of the system. He explains the instructional management paradigm that gives rise to this situation and suggests ways in which the developer must change this management paradigm by becoming involved in the implementation, as well as the design, phase of ID to overcome these problems. Green and Mills discuss the practical ways of overcoming the problems created by using a team approach to ID including role definitions, communication channels, and written documents.