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Association for Educational Communications and Technology

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## About this issue. . .

This issue of *JiD* contains articles dealing with cost-effectiveness in media selection, organizing course-level instruction, designing instruction for attitudinal outcomes, the future of ID, and a case study of ID in higher education. It also expands the *Book Review* department and adds a new *Letters to the Editor* department.

Freedman and Gruebel present a decision model for selecting media based on cost and benefit factors. They identify cost variables that should be considered, how to calculate those costs, the benefits that should be considered, how to assess these benefits, and the limitations of their model.

Reigeluth proposes the elaboration theory of instruction as an alternative to learning hierarchies in developing macro-level strategies for organizing instruction. He explains the need for the approach and the concepts and procedures involved in using it; he illustrates the procedures with examples.

Simonson proposes six guidelines for the design of instruction for attitudinal outcomes based on research. These guidelines can be applied by instructional developers to increase achievement of affective objectives.

Guzy, Gardiner, and Humphrey present a comprehensive case study of an ID project in higher education. The problem addressed, the parameters of

the solution, the development process used, the costs involved, and the results of the project are detailed; in addition some general observations about an ID project are offered.

Boutwell continues the discussion about the future of ID. He addresses problems in the ID field missed by Silber and Gustafson (Volume 2, No. 1), which he sees as internal limitations of the ID process. Based on these problems, he proposes future directions for ID and training instructional developers.

The new *Letters to the Editor* department also addresses the question of the future of ID. One letter questions some of Gustafson's points, and Gustafson responds. This will be the format of the *Letters* department: readers are invited to respond to any article published in *JiD*; the author will then be given the opportunity to respond to the letter.

This issue also contains the expanded format *Book Review* department, with two differing reviews of Gilbert's new book—one by a practitioner in industry and one by a practitioner in higher education.

Soon, *JiD* will be beginning three new departments: reviews of instructional systems; abstracts of ongoing ID projects; and training modules in ID skills. Watch for them in the next two issues.