

# JiD

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## About this issue . . .

The final issue of our second year provides *JID* readers with the widest variety yet of articles and departments.

Durzo *et al.* survey the knowledge base for instructional development and raise major unanswered questions to direct future inquiry in ID.

Osterman describes a case study of a successful Oregon State University program that provides training to faculty in instructional development techniques.

Doughty addresses the key issue of cost-effectiveness analysis in the first of a *three-article series*. In the first installment, he clarifies terminology in the area and discusses tradeoffs and pitfalls in cost-effectiveness analysis. In future articles, he will describe specific analysis techniques and will present a case study of cost-effectiveness analysis.

Keller discusses the lack of attention given to the problem of motivation in instructional development; he reviews research and theories in the area of motivation and presents implications of these theories for the practicing developer.

A new department begins in this issue of *JID*—the *ID Training Modules* department. Its purpose is to improve readers' skills in various aspects of instructional development by presenting training materials designed to teach (rather than just talk about) specific ID techniques. Department editor Sachs explains the department and how you can contribute. The department begins with a list of selected references to already existing materials related to the practice of instructional development by Durzo, Diamond, and Doughty.

*JID* also announces the specifics of another department to begin soon—the *Review of Instructional Systems* department, which will review some significant *products* that result from our ID efforts. Department editor McCarty explains what the department will be reviewing, how it will work, and how you can participate.

Our largest *Book Review* department yet and a perspective from editor Silber on *JID*'s first two years round out this issue.