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About this issue...

Five noteworthy articles mark the beginning of JID's third volume:

- A tactical perspective of a direct attempt to improve organizational and individual readiness for instructional innovation and change.
A powerful argument to explain why faculty members prefer the lecture method as their instructional strategy and a method of instruction that meets PSI needs for both the lecturer and the learner.
Results of a study that was designed to test whether materials employing "good" instructional strategies produce better learning.
The second of our four- (rather than three as promised) part series on cost-effectiveness analysis, and
A model for actually applying the aptitude-treatment-interaction approach to the design of instruction.

The Book Review department reviews first the 20-volume Instructional Design Library, one of the most extensive ID publication efforts yet undertaken, then two curriculum related books that might help clarify the differences between curriculum development and instructional development.

Finally, we introduce the ID Project Abstracts department, which is designed to provide brief descriptions of ongoing and recently completed ID projects, indicate where more detailed information may be obtained, and thus establish a communication link between developers.

FLASH! We have just received word that, beginning with the next issue, JID will have a column from the ERIC Clearinghouse on Information Resources. It will summarize selected ERIC documents related to instructional development.