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About this issue...

A special section of formative evaluation, the conclusion of the series on cost-effectiveness analysis, and a look at ID in industry highlight this issue of JID.

Kaufman takes a broad look at the applicability of formative evaluation.

Dick points out problems in doing formative evaluation research and suggests areas in which research is still needed.

Gooler argues for the importance of formative evaluation in large-scale development projects and suggests strategies for enhancing its inclusion.

Carey and Carey explain how formative evaluation data can be used initially to select, and then to verify the selection of, instructional materials that have the best potential for affecting learning outcomes desired by a local or state education agency.

A case study by Klein and Doughty of the application of cost-effectiveness analysis ties together the models and pitfalls of this analy-

sis procedure presented in the three previous issues of JID.

The impact of instructional development on training in business and industry—and five areas that must be attacked if that impact is to be increased—are described by Patton.

Wallington reacts to Patton's article, suggesting differences between business and education that instructional developers must be aware of in trying to increase their impact on the business sector.

The Book Review Department contains a review of the AECT award-winning Instructional Message Design and reviews from two different perspectives of Planning, Conducting, and Evaluating Workshops.

ERIC Reports, and another Instructional System Review round out this issue—the first which you are receiving at the beginning of its indicated season (e.g., spring) instead of at the end, a trend we hope to continue.—Kenneth H. Silber, JID Editor.

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