
Contents

ARTICLES

The Effectiveness of Using the Instructional Strategy Diagnostic Profile to Prescribe Improvements in Self-Instructional Materials,
Barry L. Burkholder 2

**Transitioning Learning Strategies Research into Practice:
Focus on the Student in Technical Training,**
Barbara L. McCombs 10
**Focus on the Technical Training Instructor
as a Learning Strategies Expert,**
Jacqueline L. Dobrovolny 17

Guided Field Experience: A Must for Instructional Developer Preparation,
Ronald K. Bass and Marvin E. Duncan 23

Contracting for Instructional Development: A Follow-Up,
Suella Walter and Rodney S. Earle 26

DEPARTMENTS

ERIC Reports on ID, Barbara B. Minor 31

Book Reviews, Allison Rossett 33

Evaluating Instructional Technology, by Christopher K. Knapper.
Two reviews by Fritz H. Brecke and Pamela Morais.

Instructions for JID Authors 41.

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About this issue . . .

This issue contains articles dealing with virtually all aspects of the ID field. Burkholder reports on research showing that the Instructional Strategy Diagnostic Profile can be invaluable in revising and improving existing instructional materials.

McCombs and Dobrovolny present two different aspects of an Air Force research effort to determine how to deal with student deficiencies in learning strategies. McCombs discusses the problem of the conative domain, the characteristics of students who lack the will to learn and therefore do poorly on technical training, how to assess these characteristics, and how to evaluate the effectiveness of a program to remediate this problem. Dobrovolny addresses the critical role of instructors in the learning strategies and the importance of involving instructors in all

aspects of the development effort. She then suggests an approach for including this instructor involvement.

Bass and Duncan take up a theme from several previous issues of JID—training instructional developers—and suggest a guided field experience approach to provide "practical" as well as "theoretical" knowledge of the ID process.

Walter and Earle follow up their 1979-80 JID article on contracting in ID with the addition of a new "tasks" element to the contract and a discussion of when to contract and how to introduce the client to the contracting process.

In this issue you will also find JID's regular features—book reviews and a summary of some recent ERIC reports of interest.—K. H. S.