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About this issue . . .

This issue of JID features three in-depth articles that should be of considerable interest to our readers.

Cooper presents a consultation strategy to facilitate the improvement of teaching in higher education. Through the use of ethnographic observation and a collaborative relationship with instructors and students, the developer can assist faculty in identifying instructional problems, developing solutions, and testing their effectiveness.

Cytrynbaum continues the faculty development theme by applying adult development theory to help identify the personal, organizational, and policy problems five different types of faculty members are confronted with. He then

suggests faculty and organizational development interventions that can help ameliorate these problems.

Riegeluth and Darwazeh explain elaboration theory, its conceptual base, the components of a lesson built according to elaboration principles, and the development procedure in designing instruction according to the conceptual organization of elaboration theory. They include a glossary of elaboration theory terms and present an example using the procedure.

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.