Association for Educational Communications and Technology

Contents

ARTICLES

Getting Inside the Instructional Process: A Collaborative Diagnostic Process for Improving College Teaching, Colleen R. Cooper 2

Faculty Development Through the Life Course: Application of Recent Adult Development Theory and Research, Solomon Gyurynbaum, Susan Lee, and David Wadner 11

The Elaboration Theory’s Procedure for Designing Instruction: A Conceptual Approach, Charles M. Reigeluth and Afnan Darwazeh 22

DEPARTMENTS

Book Reviews, Allison Rossett
Instructional Technique, by Ivor K. Davies. Two reviews by Ruth de Blokk and John Maher 33
ERIC Reports on ID, Barbara B. Minor 36
Perspectives: On Teaching Well What Shouldn’t Be Taught At All, Robert K. Branson 38

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.

Gyurynbaum 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.

Reigeluth 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.