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About this issue . . .

This issue contains four substantial articles on several aspects of the ID field. Coscarelli and White describe and unusual (and highly successful) application of ID to a class based on the Guided Design approach to teaching decision-making skills. Task analysis, self-instruction, and in-class problem solving played major roles in the design. This article reports on an unusual situation in which the client-professor was entirely, even enthusiastically, supportive of ID methods.

Dalgaard, Simpson, and Carrier discuss "coordinate status consultation"—a method of improving instruction in which the client-professor and the instructional developer work together as equals in the consultation process. This paper defines coordinate status consultation, summarizes its conceptual bases, describes the major phases in the consultation process, and provides an extended example to illustrate its use.

Jonassen offers a critique of

Aptitude-Treatment Interactions—a major theoretical foundation for individualized instruction. After a detailed survey of ATI, Jonassen goes on to consider Content-Treatment Interactions. He concludes that CTI should be given a much greater role in instructional development. He includes a substantial list of references.

Schwier discusses the controversial subject of student evaluations and their role in instructional development. The article discusses the roles played by student evaluations and reviews issues related to their use. Accepting student evaluations as a given fact of life for instructional developers, Schwier the focusses on ways to minimize contamination of the useful data contained in them.

In this issue you will also find JID's regular book reviews. Due to the length of the articles, however, this issue does not contain the usual summary of recent ERIC reports.

The final pages of this issue contain the *index* to volumes 4 and 5 of JID.

ISSN 0162 2641

The *Journal of Instructional Development* is published quarterly for the Association for Educational Communications and Technology, Inc., by the Learning Systems Institute, Florida State University, Tallahassee, Florida, 32306.

POSTMASTER: Send address changes to AECT, Circulation Dept., 1126 Sixteenth St. NW, Washington, DC 20036.

Annual Subscriptions: \$24 domestic; \$27 foreign surface mail; \$37 foreign airmail; \$15 special rate for AECT members.

Single copies \$6 each. Bulk orders of single issues: discount available on request from publications sales department.

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Editorial production services by Multimedia Laboratories, Florida State University.

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