

DOCUMENT RESUME

ED 383 329

IR 017 184

AUTHOR Molenda, Michael; Olive, J. Fred III
 TITLE The Educational Media and Technology Profession: An Agenda for Research and Assessment of the Knowledge Base.
 PUB DATE 95
 NOTE 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
 PUB TYPE Reference Materials - Bibliographies (131) -- Speeches/Conference Papers (150)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Educational Media; *Educational Technology; Literature Reviews; *Professional Occupations; Professional Personnel; Standards
 IDENTIFIERS *Knowledge Bases

ABSTRACT

This report is the first effort to stake out the territory to be included in research on the profession of educational media and technology (em/t), and explore the existing knowledge base within that territory. It comprises a set of questions, the answers to which cast a light on who is in the profession, where it is going, and what useful purposes its professionals serve. Question categories include: (1) definition of the field; (2) positions held; (3) compensations versus demands; (4) professional preparation and standards; (5) communications; (6) professional organizations; (7) the workplace; and (8) external forces. Two steps are seen as being critical to establishing the knowledge base of the em/t field: surveying the literature on the profession of educational technology and assessing the literature for adequacy, gaps, and obsolescence. The first step is reported here in the form of a selected bibliography of 100 works about the profession. It is based on a larger database of approximately 495 citations, that is published separately by Educational Technology Publications as "The Educational Technology Profession: A Bibliographic Overview of a Profession in Search of Itself" by J. Fred Olive. The second step is a larger task that still remains, and other scholars are invited to join in the endeavor. (Author/MAS)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

ED 383 329

Title:

**The Educational Media and Technology Profession:
An Agenda for Research
and Assessment of the Knowledge Base**

Authors:

**Michael Molenda
Associate Professor
School of Education
Indiana University
Bloomington IN 47405**

**J. Fred Olive III
Associate Librarian
Mervyn H. Sterne Library
University of Alabama at Birmingham
Birmingham AL 35294**

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

S. Zenor

1R017184

Introduction

Who are we? Where are we going? What useful purpose do we serve? Such introspective questions--although viewed as pointless by some--are necessary questions for a profession to ask of itself periodically. During the late 1980s the board of directors of the Association for Educational Communications and Technology (AECT) undertook strategic planning for the future of association. They began by looking at the members who constitute the organization and who populate the educational media and technology (em/t) profession. As they did so, they realized that there are many questions about "who we are" and "where we are going" that could not be answered with any degree of certainty. The data either didn't exist or weren't readily accessible.

This dearth of information about the profession was considered serious enough to set up a task force, later a committee, on "Research on the Profession." This committee, chaired first by George Grimes and later by Michael Molenda, operated from 1990 to 1994 with the charge of doing something to remedy this information gap. The group decided that a long-term solution must include the promotion of continuing research about the educational media and technology profession and the establishment of a mechanism for making this research available to those seeking information.

Fortunately, the committee discovered early that Donald P. Ely, director of the ERIC Clearinghouse on Information and Technology, had already committed the Clearinghouse to seeing the storage and dissemination functions envisioned by the committee. From that point the committee focused on a strategy of:

- staking out the territory to be included in "research on the profession,"
- determining where the knowledge gaps are, and
- encouraging further research to fill those knowledge gaps.

This report is the first effort to stake out the territory and explore the existing knowledge base within that territory. It is the hope of the committee that this Agenda will stimulate interest among researchers and apprentice researchers. It comprises a set of questions, the answers to which cast light on who we are, where we are going, and what useful purpose we serve.

A preliminary draft of this paper was presented at the 1995 AECT annual convention. Reactions were given by Donald Ely, Sandy Patton, and Philip Doughty. Each made valuable substantive suggestions which have been incorporated into this "Proceedings" version.

The Agenda

I. Definition of the field

A. Boundaries: What is the currently accepted definition of the educational media and technology (em/t) field?

- °within the profession
- °among outside individuals and groups

B. Image: How is the field perceived?

- °within the profession
- °among outside individuals and groups

C. Historical Perspective: How have perceptions changed over time?

D. Justification for existence: Are em/t specialists needed? What valuable functions do they serve...within organization?...within society? What potential harm might be caused by ignorant, incompetent, or unethical practice? Are employers well informed about qualifications em/t professionals should possess?

II. Positions held

A. Position Titles: What positions are currently held by em/t professionals

- ...in schools?
- ...in higher education?
- ...in business/industry?
- ...in government?
- ...other?

B. Marketplace: What sorts of positions are currently being advertised?

C. Qualifications: What entry qualifications are expected by employers?

D. Marketplace Status: Is there a balance between supply and demand of graduates?

E. Roles: How are the roles of em/t specialists defined?

- What different roles are defined and advocated within the field?
- What different roles are actually being played by practitioners?
- What do exemplary performers do that makes them exemplary?

F. Career Paths: What are typical career paths followed by em/t professionals?

G. Position/Role Trends: Is there a pattern of change in the types of positions available, the supply of qualified applicants, the roles played, or career paths?

III. Compensations vs. Demands

A. Compensation Status: What are the current salary ranges for different positions? Other compensations?

B. Compensation Variables: Do salaries vary by educational level? Geographical location? Workplace? Gender? Other variables?

C. Compensation Trends: Is there a pattern of change in salaries or other compensations?

D. Job Demands: What responsibilities do em/t professionals have? What special stresses are they subjected to?

E. Job Demand Trends: How are job demands changing? How are stresses changing?

IV. Professional Preparation and Standards

A. Academic Study Opportunities: Where are degrees in em/t offered?

- Master's
- Specialist/Certificate
- Doctoral

B. Distribution of Students: How many students graduate from each program/degree?

C. Academic Curricula: What are the curricula offered in these programs? How do they differ?

D. Core Curriculum: To what extent is there agreement on a "core curriculum?"

E. Program Quality: Are there evaluative data about these programs? (e.g. relative to relevance of curricula to career preparedness)

F. Preparation/Practice Match: What sorts of training are most valuable in helping students become successful practitioners?

G. Academic Program Trends: Are the number or type of programs or graduates changing? Are the curricula changing? Are the programs flourishing, declining, remaining steady?

H. Continuing Professional Development: What sorts of continuing education are needed? Wanted?

I. Standards: What standards of professional competence or ethical codes are advocated? Enforced?

V. Communications

A. Communications among professionals: How do professionals communicate among themselves?

- adequacy of journals and periodicals

- accessibility of publications

B. Information sources: How is needed information stored and retrieved?

- accessibility of print and electronic databases

C. Linkages: How do professionals, individually and in groups, connect with others?

- on a local and regional basis?

- on a national basis?

- on an international basis?

VI. Professional Organizations

A. Membership: Which professional organizations do em/t professionals belong to?

- national level

- state level

- local level

B. Membership Overlap: To what degree is there overlap in membership among associations?

C. Association Functions: What sorts of services are offered or activities are undertaken by these associations?

D. Association Leadership: Who hold leadership positions in these associations? How are positions of leadership gained? What provision is made for leadership development?

E. Association Trends: Any change in the pattern of association membership? How are internal and external forces affecting the growth and health of professional organizations?

VII. The Workplace

- A. Workplace Settings: In what organizational settings do em/t professionals work? (e.g. school or college media centers, local or state school agencies, university academic departments, corporations, etc.)
- B. Workplace Satisfaction: Do em/t professionals experience satisfaction with their workplace environment?
- C. Job Satisfaction: Do em/t professionals experience satisfaction in their jobs?
- D. Workplace Trends: Are these organizational settings declining or growing in number? Are they declining or growing in financial support? Are roles changing? In what ways?

VII. External forces

- A. Societal Forces: What societal forces are affecting the profession? What are the forces that assist or impede the appropriate adoption of technology in education?
- B. Governance Forces: What changes are taking place in the governance of public K-12 education? Public and private higher education? How are these governance changes affecting the em/t profession? How do these forces aid or impede the appropriate adoption of technology?
- C. Workplace Forces: What workplace forces are affecting the profession?
- D. Technological Forces: How are technological forces affecting the profession? How does change in technology itself affect the adoption or rejection of technology in education and training?
- E. Historical Patterns and Trends: Historically, what has been the impact of various external forces on the size of, shape of, or directions taken by the field?

The Knowledge Base

We see two steps being critical to establishing the knowledge base of the em/t field: first, surveying the literature on the profession of educational technology, and second, assessing the literature for adequacy, gaps, obsolescence, and so on. We are reporting the first step here in the form of a selected bibliography of works about this profession. It is based on a larger database--of some 495 citations--that is published separately by Educational Technology Publications as *The Educational Technology Profession: A Bibliographic Overview of a Profession in Search of Itself* by J. Fred Olive; edited by the series editor, William D. Milheim.

The second step entails a critical analysis of the database, assessing what is known for its completeness and up-to-date-ness and looking for gaps in the knowledge base. This is the larger task that still remains. We invite other scholars to join in this endeavor.

SELECTED BIBLIOGRAPHY

- A Survey of Media Instruction in Undergraduate Teacher Education. (1982). *Instructional Innovator*, 27(6), 32-34.
- AECT Guidelines for Advanced Programs in Educational Communications and Technology. (1974). *Audiovisual Instruction*, 19(9), 23-28.
- Alsworth, Frances Geraldine. (1980). Educational Technology and School Librarianship: Their Changing Relationship. (Doctoral dissertation, The University of Oklahoma, 1980). *Dissertation Abstracts International*, 41, 2408a.

- American Society for Training and Development. (1983). *Models of Excellence*. Washington, DC: ASTD.
- Association for Educational Communications and Technology. (1983). *Guidelines for the Accreditation of Programs in Educational Communications and Information Technologies*. Washington, DC: AECT.
- Association for Educational Communications and Technology. (1977). *The Definition of Educational Technology*. Washington, DC: AECT.
- Bailey, Terry Douglas. (1991). The Superintendent's Perception of the Benefit of Instructional Technology in Virginia School Divisions. (Doctoral dissertation, University of Virginia, 1990). *Dissertation Abstracts International*, 51, 2352a.
- Bailey, Terry Douglas. (1990). The Superintendent's Perception of the Benefit of Instructional Technology in Virginia School Divisions.
- Bernard, Robert M. & Lundgren Cayrol, Karin. (1991). Educational Technology in Transition: A Study of the Years 1968-1989. *Canadian Journal of Educational Communication*, 20(3), 153-70.
- Bernotavicz, Freda D. (1970). Training Programs for Media Support Personnel: An Annotated Directory. Association for Educational Communications and Technology, Washington, DC. (ERIC Document Reproduction Service No. ED 054 602).
- Branch, Robert C. (1988). Evaluating Potential Instructional Technology and Design Professionals for Academic and Business Settings: Criteria for Decision-Making. *Educational Technology*, 28(10), 34-37.
- Bratton, Barry. (1984). The Potential for Professional Certification in the Field of Instructional / Training Design. In Ronald K. Bass & Charles R. Dills (Eds.), *Instructional Development: The State of the Art, II*. (pp. 564-569). Dubuque, IA: Kendall/Hunt Publishing.
- Bratton, Barry & Hildebrand, Myrene. (1980). Plain Talk about Professional Certification. *Instructional Innovator*, 25(9), 22-24.
- Broadbent, Marianne (1980). Technology, Systems and School Librarians: An Approach to Continuing Education. (ERIC Document Reproduction Service No. ED 210 015).
- Carroll, James. (1982). The Instructional Technologist and Hearing-Impaired Learner: Determining a Need for Professional Development Support. *American Annals of the Deaf*, 127(3), 365-68.
- Chow, Clement & others. (1987). Educational Technology Major Success Story: A Review of Similarities, Differences, and Lessons Learned in Selected International Distance Learning Institutions. Paper presented at the Association for Educational Communications and Technology (Atlanta, GA: February 24 - March 1, 1987).
- Commission on Instructional Technology. (1970). *To Improve Learning, A Report to the President and Congress of the United States*. Washington, DC: U.S. Government Printing Office,
- Creamer, Gail Martha. (1984). The Relationship Between Assertiveness and Job Satisfaction in Female Instructional Media Technologists. (Doctoral dissertation, Indiana University, 1983). *Dissertation Abstracts International*, 44(11), 3506a.
- Davies, Ivor K. & Schwen, Thomas M. (Eds.) (1971). Toward a Definition of Instructional Development. Association for Educational Communications and Technology, Washington, DC. Paper presented at the Association for Educational Communications and Technology Annual Convention (Philadelphia, PA. March 1971). (ERIC Document Reproduction Service No. ED 062 824).

- Deden-Parker, Ann. (1979). Instructional Design Competencies for Business and Industry Designer-Client Interaction. *Education Technology*, 19(5), 44-46.
- Deer, Elva Mae. (1983). Curriculum Changes, 1973-1982, Affecting the Professional Preparation of School Library/Media Personnel. (Doctoral dissertation, East Texas State University, 1983). *Dissertation Abstracts International*, 44, 1613a.
- Durzo, J., Diamond, R. M., & Doughty, P. L. (1979). Redesign of a Graduate Program in Instructional Design, Development, and Evaluation. *Journal of Instructional Development*, 4(3), 14-21.
- Ellison, John W. & DiFelice, Clara. (1978). *Graduate Degree Programs in Instructional Technology, 1978-79*. Washington, DC: Association for Educational Communications and Technology.
- Ernest, Patricia S. (1982). Educational Technology and Teacher Competence: Identification and Pre-service Assessment. Paper presented at Annual Meeting of the Research and Theory Division, the Association for Educational Communications and Technology (Dallas, TX, May 4, 1982).
- Factsheets Describing National Membership and Service Organizations Concerned with Educational Communications. (1972). National Association of Educational Broadcasters, Washington, DC. (ERIC Document Reproduction Service No. ED 069 134).
- Future Systems, Inc. (1987). *The Monitor Report Series*. Falls Church, VA: Future Systems, Inc.
- Gale, Larrie E. & Pol, Gaston. (1975). Competence: A Definition and Conceptual Scheme. *Educational Technology*, 15(6), 19-25.
- Gast, Nancy Ellen. (1984). The Role of the High School Library Media Specialist as Perceived by High School Library Media Specialists, Principals, and Teachers in the State of Oregon. (Doctoral dissertation, Portland State University, 1984). *Dissertation Abstracts International*, 45, 1588a.
- Gustafson, Kent L. (1986). Formation of a Society for Professors of Instructional Technology. In Elwood E. Miller & Mary Louise Mosley (Eds.), *Educational Media and Technology Yearbook* (Vol. 12, pp 63-66). Littleton, CO: Libraries Unlimited.
- Hall, William C. (1975). Pretending Not to be an Educational Technologist. *Programmed Learning and Educational Technology*, 12(6), 327-332.
- Hannigan, Jane Anne. (1978). Role and Responsibility of the Media Specialist in the Change Process: Operating Within New Standards. *Peabody Journal of Education*, 55(3), 172-5.
- Heinich, Robert (1984). The Proper Study of Educational Technology. *Educational Technology Research and Development*, 32(2), 67-87.
- Heinich, Robert. (1973). Is There a Field of Educational Communications and Technology? *Audiovisual Instruction*, 18(5), 44-46.
- Heinich, Robert (1982). Preparation Programs for Educators in Corporate Settings. Paper presented at the Annual Meeting of the American Educational Research Association (NY, NY, March 19, 1982). (ERIC Document Reproduction Service No. ED 221 159).
- Hortin, John A. (1981). *Successful Examples of Instructional Technology in Higher Education*.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1989). 1989 AECT Member Salary Survey: Employment Profiles and Compensation for Educational Technologists. *TechTrends*, 34(4), 10-15.

- Hutchinson, Joseph A. & Rankin, Pauline M. (1987). Employment Profiles and Compensation for Educational Technologists, 1983-1986. In Elwood E. Miller & Mary Louise Mosley (Eds.), *Educational Media and Technology Yearbook* (Vol. 13, pp. 100-112). Littleton, CO: Libraries Unlimited.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1984). Survey of Salaries, Education, and Funding in Instructional Technology. *Instructional Innovator*, 29(4), 14-35.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1987). Employment Profiles and Compensation for Educational Technologists, 1983-1986. In Elwood E. Miller & Mary Louise Mosley (Eds.), *Educational Media and Technology Yearbook* (Vol. 13, pp. 100-112). Littleton, CO: Libraries Unlimited.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1989). 1989 AECT Member Salary Survey: Employment Profiles and Compensation for Educational Technologists. *TechTrends*, 34(4), 10-15.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1992). Factors Influencing Salaries for Educational Technologist. *TechTrends*, 37(3), 15-18.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1992). Factors Influencing Salaries for Educational Technologist. *TechTrends*, 37(3), 15-18.
- Hutchinson, Joseph A. & Rankin, Pauline M. (1984). Survey of Salaries, Education, and Funding in Instructional Technology. *Instructional Innovator*, 29(4), 14-35.
- Hutchison, Cathleen (1989). Moving from Instructional Technologist to Performance Technologist. *Performance and Instruction*, 28(9), 5-8.
- International Board of Standards for Training. (1993). *Performance and Instructor Competencies: The Standards*. Vol. 1. Batavia, IL: IBSTPI.
- Jacobs, Gabriel. (1992). Hypermedia and Discovery-Based Learning: A Historical Perspective. *British Journal of Educational Technology*. 23(2), 113-121.
- Johnson, Jenny K. (Ed.) (1989). *Masters Curricula in Educational Communications and Technology: A Descriptive Directory*. Third Edition. Washington, DC: Association for Educational Communications and Technology.
- Johnson, Jenny K. (1992). Advancing by Degrees: Trends in Master's and Doctoral Programs in Educational Communications and Technology. *TechTrends*, 37(2), 13-16.
- Johnson, Jenny K. (1993). Graduate Curricular in Educational Communications and Technology: A Descriptive Directory. 4th Edition. Washington, DC: Association for Educational Communications and Technology.
- Kearsley, Greg. (1992). Educational Leadership in the Age of Technology: The New Skills. *Journal of Research on Computing in Education*. 25(Fall), 50-60.
- Kemp, Jerrold E. (1991). A Perspective on the Changing Role of the Educational Technologist. *Educational Technology*, 31(6), 13-18.
- Kennedy, F. (1982). Guidelines for Graduate Educational Technology Programs with an Emphasis in Training in the Business and Industry Milieu. (Doctoral dissertation, Indiana University, 1982). *Dissertation Abstracts International*, 42, 4695a.
- Kerr, Stephen T. (1977). Are There Instructional Developers in the Schools? A Sociological Look at the Development of a Profession. *AV Communications Review*, 25(3), 243-268.

- Kidrakarn, Pachoan. (1990). Job Satisfaction of Thai and U.S. Educational Technologists in Higher Education. (Doctoral dissertation, University of Missouri - Columbia, 1989). *Dissertation Abstracts International*, 50, 3466a.
- Killian, L. (1977). Minimize or Maximize? Education and Training for Tomorrow's Technical Navy. Paper presented at the annual meeting of the Association of Educational Communications and Technology (Miami Beach, FL, April 28, 1977). (ERIC Document Reproduction Service No. ED 142 196).
- Klein, J. (1989). Enhancing Instructional Design and Technology Academic Programs: A Summary of the Fifth Meeting of the Professors of Instructional Design and Technology. *Educational Technology Research and Development*, 37(3), 103-106.
- Knirk, Fred. (May, 1989). *Reactive or Proactive Graduate Program Development: Trends Affecting Instructional Development Programs in 2001*. Address to the annual conference of Professors of Instructional Design and Technology, Shawnee Bluffs, IN.
- Langen, Daniel Lee. (1980). The Training Director: Competencies for the Future. (Doctoral dissertation, Texas A&M University, 1980). *Dissertation Abstracts International*, 41, 2479a.
- Larson, L. C. (1971). Instructional Technology Graduate Degree Programs in U. S. Colleges and Universities 1969-71. Association for Educational Communications and Technology, Washington, DC. (ERIC Document Reproduction Service No. ED 054 601).
- Lidtke, Doris K. (1981). Securing Teacher Acceptance of Technology. Paper presented at National Conference on Technology and education (Washington, DC, January 26-28, 1981).
- Lundgren-Cayrol, Karin. (1992). A Conceptual Analysis of Educational Technology: The Professional Versus the Student Model, 1968-1989. (Masters thesis, Concordia University, 1990). *Masters Abstracts*, 30, 1016.
- Main, James Russell. (1992). Educational Technology and the Curriculum of Production and Efficiency, 1950-1990. (Doctoral dissertation, University of Houston, 1992). *Dissertation Abstracts International*, 53, 1490a.
- Maxwell, Cyril Archie, Jr. (1972). A Study of the Knowledge, Skills, and Proficiencies Required of the Instructional Media Technologist. (Doctoral dissertation, Texas A&M University, 1972). *Dissertation Abstracts International*, 33, 1081a.
- McLean, Robert S. (1988-1989). An Educational Infrastructure for Microcomputers in Ontario. *Technological Horizons in Education*. 16(5), 79-82.
- Mitchell, Parker David. (1976). The Preparation of Educational Technologists. (Doctoral dissertation, Case Western Reserve University, 1975). *Dissertation Abstracts International*, 36, 4232a.
- Molenda, Michael & Cambre, Majorie. (1977). The 1976 Member Opinion Survey: Opinions on Issues Facing AECT. *Audiovisual Instruction*, 22(April), 46-49.
- Moore, David M. (1981). Educational Media Professionals' Perceptions of Influence and Prestige in the Field of Instructional Technology. A National Survey. *Educational Technology*, 21(2), 15-23.
- Moore, David M. & Braden, Roberts A. (1988). Prestige and Influence in the Field of Instructional Technology. *Performance and Instruction*, 27(3), 19-22.
- Myers, Dennis C. & Cochran, Lida M. (1973). Statement of Definition: A Response. *Audiovisual Instruction*, 18(5), 11-13.
- On the Agenda: Forecast of Issues at the AECT Convention. (1974). *Previews*, 2(7), 5-11.

- Otterman, Llyod O., & Pease, Pamela S. (1989). *The Role of Private Business in Distance Learning: The Educational Partnership*. San Antonio, TX: TI-IN Network, Inc.
- Patridge, M. L. & Tennyson, R. D. (1978/79). Graduate Education in Instructional Systems: A Review of Development Programs. *Journal of Instructional Development*, 2(2), 18-25.
- Pea, Roy D. (1986). *Cognitive Technologies for Mathematics Education, Technical Report No. 37*. New York: Bank Street College of Education. Center for Children and Technology.
- Pedersen, Kathleen Marshall. (1982). Research on CALL. In William Flint Smith (Ed.), *Modern Media in Foreign Language Education: Theory and Implementation*.
- Philipson, Will D., & Chan-Tam, Pik-Wai. (1980). A Study of the Effectiveness of the Instructional Systems Laboratory. Paper presented at Seminar on Instructional Technology and Annual Minnesota Media Conference, (Minneapolis, MN).
- Pina, Anthony A. (1993). Issues, Factors, and Resources to Consider When Selecting an Instructional Technology Graduate Program. Paper presented at the Annual Conference of the Association for Educational Communications and Technology (New Orleans, LA, January 13-17, 1993). (ERIC Document Reproduction Service No. ED 355 912).
- Pina, Anthony A. (1993). Selecting a Graduate Program in Instructional Technology. *Educational Technology*, 33(7), 47-51.
- Proceedings of the First Annual Meeting of the National Academy of Visual Instruction*. (1920). Meeting held July 14-16 in Madison, Wisconsin.
- Recommended Qualifications, Duties and Responsibilities for Administrators of Technology Education. (1985). Washington, DC: American Council of Industrial Arts Supervisors, International Technology Education Association. (ERIC Document Reproduction Service No. ED 266 327).
- Reiser, Robert A. (1992). Reflections upon a History of the Field of Educational Technology. In Donald P. Ely & Barbara B. Minor (Eds.), *Educational Media and Technology Yearbook 1992, Vol. 18* (pp. 140-144). Englewood, CO: Libraries Unlimited.
- Report of the Invitational Conference on Academic Preparation of Practitioners in Training and Development/Human Resources Development* (1979). Washington, DC: American Society for Training and Development.
- Rosenberg, Marc J. (1978). A Study of the Belief System Structure of Principals and Media Specialists as Related to their Role Expectations for the Media Specialist. Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, MO, April 18, 1978). (ERIC Document Reproduction Service No. ED 167 118).
- Ruangsuwan, Chaiyot. (1987). An Evaluation of the Undergraduate Educational Technology Program at Srinakharinwirot University, Mahasarakham, Thailand. (Doctoral dissertation, Illinois State University, 1986). *Dissertation Abstracts International*, 47, 2877a.
- Rummler, Geary A. (1982). Instructional Technology and Organizational Performance: An Historical Perspective. *Performance and Instruction*. 21(3), 9-11.
- Saettler, Paul. (1970). History of Instructional Technology, II: The Technical Development of the New Media. (Doctoral dissertation, UMI, 1965). *Dissertation Abstracts International*, 25, 1445a.
- Saettler, Paul. (1991). *The Evolution of American Educational Technology*. Englewood, CO: Libraries Unlimited.

- School Manpower Project. (1975). *Evaluation of Alternative Curricula: Approaches to School Library Media Education*. Chicago, IL: American Library Association.
- Schuller, Charles F. (1986). Some Historical Perspectives on the Instructional Technology Field. *Journal of Instructional Development*, 8(3), 3-6.
- Seels, Barbara, & Richey, Rita. (1994). *Instructional Technology: The Definition and Domains of the Field*. Association for Educational Communications and Technology.
- Selfe, Cynthia L. & Wahlstrom, Billie J. (1986). Computers and Writing: Casting a Broader Net with Theory and Research. Working Draft.
- Shepherd, J. W. (1922). Are More Organizations Needed? *The Educational Screen*, 1(April), 107-108.
- Short, Ronald Edgar. (1982). An Analysis of Instructional Technology Graduate Degree Programs in United States Colleges and Universities. (Doctoral dissertation, Northern Illinois University, 1981). *Dissertation Abstracts International*, 42, 4695a.
- Snow, Glenn Gardner. (1970). An Analysis of the Doctoral Level Preparation Programs in the Field of Instructional Technology at Selected Institutions. (Doctoral dissertation, Michigan State University, 1969). *Dissertation Abstracts International*, 31, 1126a.
- Stakenas, R. G., & Kaufman, R. (1981). *Technology in Education: Its Human Potential*. Bloomington, IN: Phi Delta Kappa.
- Streit, Leslie Dean. (1980). An Analysis of Competencies Needed by Educational Technologists in Six Occupational Settings. (Doctoral dissertation, Kansas State University, 1979). *Dissertation Abstracts International*, 40, 4367a.
- Streit, Leslie Dean. (1981). Job Competencies for Six Settings. *Instructional Innovator*, 26(1), 27-28.
- Sypert, Clyde Francis. (1977). A Survey of Instructional Technology Programs in Historically Black Colleges in the United States, 1973-1974, with Recommendations for Improvement. (Doctoral dissertation, Indiana University, 1976). *Dissertation Abstracts International*, 37, 5543a.
- Thomson, Douglas R. & Spears, Robert E. (1990). A Review of Embedded Training: "Status and Emerging Role in Training." In Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology. (ERIC Document Reproduction Service No. ED 323 952).
- Walch, David B. (1976). Can One National Organization Serve All Media Professionals? *Audiovisual Instruction*, 21(5), 8-11.
- Wilkinson, Gene L. (1980). *Media in Instruction: 60 Years of Research*. Washington, DC: AECT.