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## Editorial

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This special issue of AJET arose from an evaluation project undertaken by ASCILITE and funded by the Committee for University Teaching and Staff Development (CUTSD). The project involved the participation of 44 university staff from 10 participating universities who took part in 20 evaluation studies supported by 11 mentors (Phillips, 2002). The studies were centred on the technology based teaching developments of the university staff involved, and most studies were informed by the learning centred evaluation framework of Alexander and Hedberg (1994) and Bain (1999), as augmented by Phillips et al (2000). Seven of the 20 evaluation studies were selected for this special issue of AJET so as to illustrate a wide range of discipline areas, information technologies, and evaluation methods. The authors include the academic staff and their project mentors.

Unlike the formal evaluations of earlier literature, the studies reported here focus on whether a teaching development is functioning as intended - with adjustments made if it is not - rather than on demonstrating the superiority



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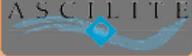
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of the development relative to others that might be available. Accordingly, the evidence gathered has an emphasis on whether students use the technology in the ways intended, whether they understand, think and learn as intended, and whether the outcomes of their learning show the characteristics that were planned. All studies are works in progress, and hence they should be viewed as ways in which teaching developments can be informed and improved by systematic evaluation, and how the evaluations can be enhanced with successive iterations.

John D Bain  
Special Issue Editor

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