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Editorial

This issue of the Journal deals with a variety of the dimensions of instructional technology as they are being realised across education. From explorations of design issues for interactive media, such as those of Rees, to questions of optimal use of available tools and pathways as discussed by Jackling, the articles in this edition highlight the issues and concerns which are facing education at all levels.

As all sectors confront the factors of economic cuts and restructuring at all organisational levels, the focus on technology based approaches is becoming even more critical. Moreover as technology runs the risk of being seen as 'THE' solution - to almost every problem, there must be a grave concern within the educational technology community that simple 'technology for technology's sake' does not become the prime intent of our educational institutions. Most of us know too well the dangers of the 'technology' perspective dominating, as opposed to the 'human' perspective.

Thus with these considerations in mind, the articles in this edition offer us some valuable considerations for our individual professional lives, and for the organisations and sectors with whom we work.

Sue McNamara
GUEST EDITOR

[Inside front cover]

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