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Editorial

As education in Australia moves into what many believe are times of uncertain futures, with government changes and the educational community seeking direction and confirmation, this edition of the *Australian Journal of Educational Technology* presents a number of articles which demonstrate ways in which positive approaches to the challenges - and dare we say - exciting futures might be viewed.

These articles illustrate the slowly but surely changing view of technology within education. Whilst the 'glamour and glitter' of the 'latest and greatest' electronic advances may still dominate much of the popular literature, education is now beginning to place the 'human' at the centre of design and development, both at the micro and macro, or system, levels. Although the rhetoric has been with us for a number of years, it can be argued that the actual research and application of such considerations are really only now beginning to be given the emphasis they deserve.

In the first article, Taylor sets the scene in calling for, as he terms it 'on-campus' education to consider more closely the experiences of its distance education counterpart, in improving the quality of 'face to face' instruction and learning through appropriate applications of technology. Oliver and Herrington go on to provide an example of one possible area of consideration which collapses the 'wall' between the two traditional modes of education delivery (on-campus and distance education), that of the hypermedia environment. Underlying the potential of any of these approaches are the tools, such as those of Notetaking templates and PDA (Personal Digital Assistant) described by Harper, Hedberg, Wright and Corderoy, which offer numerous, rich and exciting research and development opportunities. In a similar light (that is research and development potential) Conyer provides a valuable insight into usability evaluation, a factor which is becoming ever more critical in the design, development and implementation of technology based instructional approaches.

Moving beyond exploration of the more traditional educational framework, Noacco provides a glimpse into the industry and business framework of multimedia. The articles by Meek and Moore conclude this issue of AIET by providing insights into those developments, which, while for some characterise imagination, for many could be the way of the immediate and distant future.

Sue McNamara

GUEST EDITOR
The Australian Journal of Educational Technology welcomes original contributions from members of the Australian Society for Educational Technology, NSPI and others. Short features (up to 1000 words) and articles (up to 5000 words) should be typed, on one side of the paper only, and double spaced. Articles, submitted in triplicate, should be accompanied by an abstract of up to 100 words (for publication) and a short note on the contributor, both on separate sheets. Material can also be submitted on IBM and Macintosh format disks. Articles appearing in the Journal are professionally reviewed, and editorial policy is the responsibility of the Australian Journal of Educational Technology editorial board. Authors' opinions should be regarded as their own unless Australian Journal of Educational Technology endorsement is noted.

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