

Australian Journal of Educational Technology

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Editorial

This issue begins another volume of the Australian Journal of Educational Technology I feel that it also marks the growing interest in the field of educational and performance technology. In this era of accountability, cost-effective solutions, and growing education-business-industry links the growing readership reflects the wide-ranging impact of the Journal in these different spheres.

It is important to reflect on the concern of practitioners for a solid theoretical base for their projects and programs. This theme has been taken up in this issue by both academic and practitioner in the papers by Becker and Pellone. Both in educational and training settings, the role of an educational technology professional or performance technologist requires a thorough knowledge of how change is effected and how the activities in which they are engaged impact upon the organisation in which they work or consult. The articles by Marsden and Schiller in this issue seek to address this important concern. New forms of technology delivery are not ignored in the challenge that Margaret Allan raises in her paper about the multimedia world. Hintz' paper explores the instructional design considerations which can facilitate distance education for a particular knowledge domain.

As always contributions for the next issues are welcomed from members of the Australian Society for Educational Technology, the National Society for Performance and Instruction and others interested in furthering knowledge about instructional design, learning through media, distance education, or other concerns related to educational and performance technology.

John Hedberg
EDITOR

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