

# **Educational Media and Technology Yearbook**

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Robert Maribe Branch  
Editor

# Educational Media and Technology Yearbook

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*Editor*

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Educational Media and Technology Yearbook

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# Preface

The audience for the *Yearbook* consists of media and technology professionals in school, higher education, and business contexts. Topics of interest to professionals practicing in these areas are broad, as the Table of Contents demonstrates. The theme unifying each of the *Yearbook* chapters is the importance of professional development for instructional designers and educational technology partners. Forms of technology represented in this volume vary from traditional tools, such as the book, to the latest advancements in digital technology, while areas of education encompass widely ranging situations involving learning and teaching which are idea technologies.

As in prior volumes, the assumptions underlying the chapters presented here are as follows:

1. Technology represents tools that act as extensions of the educator.
2. Media serve as delivery systems for educational communications.
3. Technology can be interpreted as machines and hardware, but technology also includes techniques and procedures derived from scientific research into ways to promote change in human performance.
4. The fundamental tenets are that educational media and technology should be used to:
  - (a) Achieve authentic learning objectives
  - (b) Situate learning tasks
  - (c) Negotiate the complexities of guided learning
  - (d) Facilitate the construction of knowledge
  - (e) Aid in the assessment/documenting of learning
  - (f) Support skill acquisition
  - (g) Manage diversity

The *Educational Media and Technology Yearbook* has become a standard reference in many libraries and professional collections. Examined in relation to its

companion volumes of the past, it provides a valuable historical record of current ideas and developments in the field. Feel free to share your perspectives about the *Educational Media and Technology Yearbook* with the Editor:

Athens, GA, USA

Robert Maribe Branch

# Acknowledgments

This book represents trends and issues in instructional technology and has been supported and encouraged in different ways by many to whom I owe a debt of gratitude. I would like to acknowledge their support and contributions to this book. First, I am grateful to the authors who submitted their manuscripts to *Educational Media and Technology Yearbook* (vol. 41): Peter Blair, Robert Bodily, Jered Borup, Abbie Brown, Nancy K. Glomb, Timothy Green, Glenda A. Gunter, Robert F. Kenny, C. Erika Mané, Heather Leary, Victor R. Lee, Abigail L. Phillips, Mimi Recker, Samuel Severance, Rebecca A. Thomas, Sheng-Shiang Tseng, Richard E. West, and Casey Wright. This book would not be possible without their contributions.

Second, my deepest gratitude goes to the incredibly devoted editorial team members, Hyewon Lee and Sheng-Shiang Tseng. Hyewon Lee put in many hours of work proofreading and editing manuscripts and communicating with the authors. She kept us focused and stayed on top of critical details. Sheng-Shiang Tseng structured and copyedited this book and communicated with the publisher. He kept the book in a consistent format ready to be published. Both Hyewon Lee and Sheng-Shiang Tseng gave their time to review manuscripts carefully. They shared their suggestions and advice in weekly editorial team meetings to enhance and ensure the quality of the book. It was my pleasure to work with this wonderful team. Their extraordinary support helped insure the excellence of the book. Finally, I wish to thank Menas Donald Kiran for his precision and expertise in copyediting.

# Contents

## Part I Trends and Issues in Learning, Design, and Technology

<b>1</b>	<b>An Analysis of Instructional Design and Technology Departments</b> .....	<b>3</b>
	Richard E. West, Rebecca A. Thomas, Robert Bodily, Casey Wright, and Jered Borup	
<b>2</b>	<b>A Case Study of Special Educator Professional Development in a Virtual World</b> .....	<b>25</b>
	Peter Blair, Mimi M. Recker, and Nancy K. Glomb	
<b>3</b>	<b>Entrepreneur-Think Meets Academia: Formative Decision-Making for Instructional Designers and Administrators</b> .....	<b>39</b>
	Robert F. Kenny and Glenda A. Gunter	
<b>4</b>	<b>Supporting School Librarian Learning: New Opportunities for Instructional Technology Collaboration with School Librarians</b> .....	<b>53</b>
	Abigail L. Phillips, Victor R. Lee, and Mimi M. Recker	
<b>5</b>	<b>Issues and Trends in Instructional Technology: Consistent Growth in Online Learning, Digital Content, and the Use of Mobile Technologies</b> .....	<b>61</b>
	Abbie Brown and Timothy Green	
<b>6</b>	<b>Research-Practice Partnerships: Addressing K-12 Educational Problems Through Active Collaborations</b> .....	<b>73</b>
	Heather Leary and Samuel Severance	

**Part II Leadership Profiles**

**7 Lawrence Lipsitz** ..... 85  
C. Erika Mané

**Part III Organizations and Associations in North America**

**8 Introduction** ..... 91  
Robert Maribe Branch

**9 Organizations and Associations in the United States and Canada** ..... 93  
Robert Maribe Branch

**Part IV Graduate Programs**

**10 Introduction** ..... 179  
Robert Maribe Branch

**11 Graduate Programs in Learning, Design, Technology, Information, or Libraries** ..... 181  
Robert Maribe Branch

**Part V Mediagraphy**

**12 Introduction** ..... 381  
Sheng-Shiang Tseng

**13 Mediagraphy** ..... 385  
Sheng-Shiang Tseng

**Index** ..... 417



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