EDUCATIONAL TECHNOLOGY: A DEFINITION WITH COMMENTARY

Edited by Januszewski and Molenda

Authors

Anthony K. Betrus, author of Chapter 8, Resources
State University of New York at Potsdam
betrusak@potsdam.edu

Dr. Tony Betrus (PhD in instructional systems technology, Indiana University, 2000) is associate professor and chair of the department of Information and Communication Technology at SUNY Potsdam. He has served AECT as a member of the History and Archives committee and Definitions and Terminology committee, and as the president of the Multimedia Production division. His research interests focus on design and use of simulations and games in education.

Elizabeth Boling, co-author of Chapter 4, Creating
Indiana University
eboling@indiana.edu

Prof. Boling is associate professor and chairperson of the department of Instructional Systems Technology at Indiana University since 1999. She holds M.F.A. in printmaking from Indiana University. She previously worked as interface designer and production manager for educational software development under contract to Macmillan Publishing, then as graphics and animation manager for instructional products at Apple Computer, Inc. Her research interests include visual design for interactive information and instruction, and design process and methods. She served as editor-in-chief for TechTrends from 2004 to 2006, and as president of AECT’s Design and Development division.
Robert Maribe Branch, co-author of Chapter 7, Processes
University of Georgia
rbranch@uga.edu

Dr. Rob Branch (Ed.D. in instructional technology, Virginia Tech, 1989) is professor, department of Educational Psychology and Instructional Technology at University of Georgia. He began his career in education as a Peace Corps volunteer in Botswana as a high school teacher and then lecturer at the University of Botswana. Dr. Branch has co-edited the Educational Media and Technology Yearbook since 1997, and co-authored the two most recent editions of Survey of Instructional Development Models. He teaches courses related to instructional systems design and consults regularly with governments, businesses and other educational institutions. His published research focuses on diagramming complex conceptual relationships and other flow processes.

Christa Harrelson Deissler, co-author of Chapter 7, Processes
University of Georgia
christah@uga.edu

Dr. Deissler (PhD, instructional technology, the University of Georgia, 2007) is grants development specialist in the Office of Research and External Affairs in the College of Education at the University of Georgia. Christa taught technology integration to public school educators prior to her current position, in which teaches graduate courses on grant development and supports grant development efforts. Her research on the educational beliefs of teachers who integrate technology has been reported at conferences of AECT, the Society for Information Technology and Teacher Education (SITE), and the Eastern Educational Research Association (EERA). Her current research focuses on faculty attitudes toward seeking external funding.

J. Ana Donaldson; co-author of Chapter 6, Managing
University of Northern Iowa
donaldson@uni.edu

Dr. Donaldson (EdD in instructional design, Northern Illinois University) is associate professor, department of Curriculum and Instruction, at the University of Northern Iowa. She serves as lead instructor for the performance and training technology emphasis within the Instructional Technology division. She is co-author with Rita-Marie Conrad of Engaging the
Online Learner: Activities for Creative Instruction. She has also produced a variety of journal articles and book chapters on topics related to educational technology. Her research and teaching interests include performance and training technology, visual literacy, and learner engagement through technology integration. She has been active in the leadership of AECT, having served a term on the board of directors, as an officer of the Training and Performance division, and as chair of the Leadership Development committee. She is currently on the Ethics committee.

J. Nicholls Eastmond, Jr., co-author of Chapter 11, Professional Ethics and Educational Technology
Utah State University
nick.eastmond@usu.edu

Dr. Nick Eastmond (PhD in educational psychology, University of Utah) is professor, department of Instructional Technology at Utah State University. He is co-author with Robert Brien of the book Cognitive Science and Instruction. He served two years as head of the AECT Professional Ethics Committee and as a member of the committee since 1985. He also edited the International Review section of Educational Technology Research and Development (ETR&D) for ten years. He speaks French and has done overseas work for one year each in France/Quebec, South Africa, and Mauritius/Hawaii. His interests include the use of educational technology for foreign language learning, for online learning at a distance, and for improving cross-cultural understanding.

Alan Januszewski, co-editor; co-author of Chapter 10, A History of the AECT’s Definitions of Educational Technology, and author of the Afterword
State University of New York at Potsdam
janusza@potsdam.edu

Dr. Januszewski (PhD in instructional design, development and evaluation, Syracuse University) is currently professor, department of Information and Communication Technology at the State University of New York at Potsdam. He is the author of Educational Technology: The Development of a Concept. He has also produced a variety of journal articles and book chapters on topics related to foundations issues in educational technology. His research and teaching interests include the history of educational technology, philosophy and educational technology, and cultural and social impact
of educational technology. He has been an active member of AECT, having served in numerous leadership capacities. He has served on AECT’s Definition and Terminology committee since 1991 and he has served as chair of that committee since 1996.

**Michael Molenda, co-editor; author of Chapter 5, Using; co-author of Chapters 2, Facilitating Learning, 3, Improving Performance, 4, Creating, and 9, Values**

*Indiana University*

molenda@indiana.edu

Dr. Molenda (PhD in instructional technology, Syracuse University, 1971) is associate professor emeritus, department of Instructional Systems Technology, Indiana University. He is co-author of the first five editions of *Instructional Media and the New Technologies of Instruction*, an award-winning textbook for college courses in media utilization. He has written numerous journal articles, encyclopedia entries, and book chapters on topics related to educational technology and has lectured and consulted in Spain, Indonesia, Korea, China, and several countries in Latin America and the Middle East. He has been an active member of AECT since 1963, serving in numerous leadership positions.

**Vicki Napper, co-author of Chapter 11, Professional Ethics and Educational Technology**

*Weber State University*

vnapper@weber.edu

Dr. Vicki Napper (PhD, instructional technology, Utah State University, 1997) is associate professor and technology director in the department of Teacher Education at Weber State University. She was a Cochran Intern at the 1996 AECT national convention and presented a keynote session *Can you Improve Your EQ? Designing Workstations* at the AECT national convention in 1997. She has also served in various capacities related to ethics that include editor of the Ethically Speaking column in *TechTrends*, for which service she received AECT’s Annual Achievement Award; chair of AECT’s Professional Ethics committee; and member of the technical committee on Ergonomics for Children and Educational Environments of the International Ergonomics Association. Her research interests have included copyright and fair use in educational settings, ergonomic considerations in K–12 education, and human-computer interaction.
Robert Pearson, co-author of Chapter 6, Managing
Performx Group
robert.pearson@performxgroup.com

Dr. Rob Pearson (PhD in instructional design, development and evaluation, Syracuse University) is currently President of Performx Group, a Toronto-based group of learning services companies with operations in five cities across North America. Over the past 15 years, Rob has worked extensively as a learning solutions consultant working with a wide range of Fortune 500 companies. He has complemented his work in business with active participation in a number of professional organizations including AECT, ASTD, and ISPI and is a member of the board of directors of the Canadian Society for Training and Development. He has authored a number of journal articles and is a frequent presenter at learning related conferences around the world.

James A. Pershing; co-author of Chapter 3, Improving Performance
Indiana University
pershin@indiana.edu

Dr. Pershing (PhD in education, University of Missouri, 1975) is professor, department of Instructional Systems Technology, Indiana University. He is editor of the Handbook of Human Performance Technology, 3rd edition. In 1999 he served as interim executive director of AECT and edited TechTrends. From 1999 to 2005 he was editor-in-chief of Performance Improvement, the journal of the International Society for Performance Improvement (ISPI). He has written numerous journal articles on topics related to performance technology. His teaching and research focus on research methods in education, performance improvement, evaluation, and change management. He has received the President’s Award from ISPI and the Distinguished Service Award from AECT, honoring his exceptional contributions to performance technology and educational technology.

Kay A. Persichitte, author of Chapter 12, Implications for Academic Programs, and co-author of Chapter 10, A History of the AECT’s Definitions of Educational Technology
University of Wyoming
kpersi@uwyo.edu

Dr. Persichitte (Ph.D. in educational technology, University of Northern Colorado) is currently professor and director of teacher education at the
University of Wyoming. She is the author of numerous articles focused in the areas of technology integration and distance education. Her current research interests include curriculum and program development in teacher education, accreditation, standards-based instruction, and preservice teacher technology preparation. She has been active in the leadership of AECT, having served for more than a decade as chair and member of the Standards and Accreditation committee, president of the Teacher Education division, and member of the Definition and Terminology committee. She currently serves on the board of directors. In addition, she served for a decade on the National Council for Accreditation of Teacher Education Board of Examiners and is currently the AECT representative to the Specialty Areas Studies Board.

**Landra L. Rezabek**, co-author of Chapter 2, Facilitating Learning  
*University of Wyoming*  
rezabek@uwyo.edu

Dr. Rezabek (PhD, in educational technology, University of Oklahoma, 1987) is associate professor of instructional technology, department of Adult Learning and Technology, College of Education, University of Wyoming. Her scholarly publications in visual literacy, instructional design, and distance education intersect her interest in the study of human learning as a problem-solving activity. Landra has an extensive record of professional activity, including numerous leadership roles within AECT and the International Visual Literacy Association (IVLA). She believes one of her greatest accomplishments is reflected in the tribute from students who observe that “She practices what she teaches.”

**Rhonda S. Robinson**, co-author of Chapters 2, Facilitating Learning, and 9, Values  
*Northern Illinois University*  
rrobinson@niu.edu

Dr. Robinson (PhD in educational communications and technology, University of Wisconsin, 1981) is currently distinguished teaching professor in the department of Educational Technology, Research, and Assessment at Northern Illinois University (NIU). She is the author of several book chapters and a variety of journal articles on topics related to visual literacy, technology integration in schools, and qualitative research methods. Her research and teaching interests include encouraging qualitative research in educational technology, the social and cultural impact of visual literacy and
technology on teaching, and the integration of technology and visual literacy concepts and skills into teaching and learning. She has been active in AECT, where she has served on the Definition and Terminology committee and is chair of the Publications committee, has been president of the Research and Theory division and is a member of the Teacher Education division. In the International Visual Literacy Association (IVLA) she is currently on the board of directors and membership co-chair, editorial board member of the Journal of Visual Literacy, and a past-president of the association. She has been recognized by NIU as a Presidential Teaching Professor and by IVLA as an Outstanding Educator.

Sharon Smaldino, co-author, Chapter 6, Managing
Northern Illinois University
ssmaldino@niu.edu

Sharon Smaldino (PhD in educational technology, Southern Illinois University) holds the LD and Ruth G. Morgridge Chair in Teacher Education and Preparation in the College of Education and serves as director of the College of Education Partnership Office at Northern Illinois University. She is co-author of several widely used textbooks in educational technology: Teaching at a Distance: Foundations for Distance Education, Instructional Technologies and Media for Learning (5th through 8th editions), and Planning for Interactive Distance Education: A Handbook. She has taught courses and conducted numerous workshops related to distance education, technology integration, and professional standards. Dr. Smaldino is past-president of AECT and has served on the board of directors and several AECT committees, and currently serves as the editor-in-chief of TechTrends.

Andrew R. J. Yeaman, co-author of Chapter 11,
Professional Ethics and Educational Technology
Detroit, Michigan
sociotechnological@yahoo.com

As a doctoral student at the University of Washington, Andrew Yeaman joined AECT in 1981. He was appointed to the Professional Ethics committee in 1987. Later, he served as chair of the Professional Ethics committee for several years. He edited the 75th anniversary issue of TechTrends and an issue of Educational Technology on ethics and critical theory and is now the editor of the Professional Ethics section in TechTrends.