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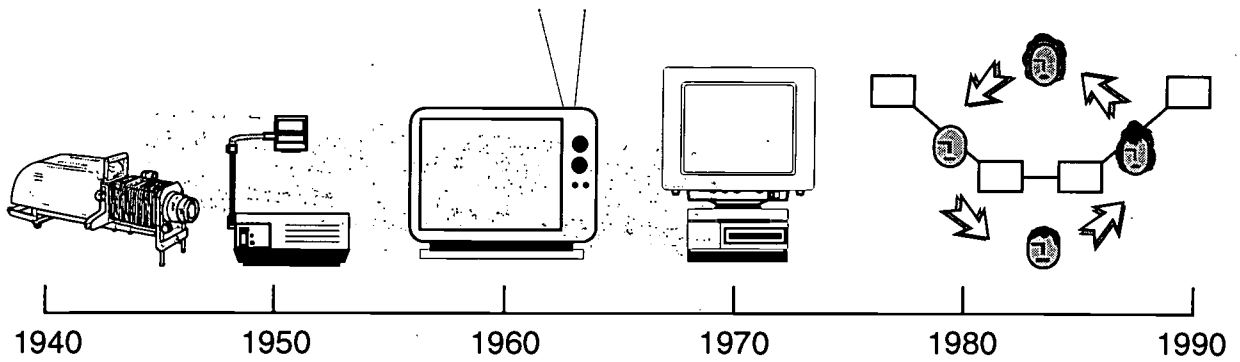
ABSTRACT

Instructional Technology (IT), as a discipline, is young and still evolving. However, an IT program that reaches the age of 50 is considered by most to be old. The IT program at Wayne State University (Detroit, Michigan) has achieved this status. Its history reflects not only the history of the University and the College of Education, but even more so, it reflects the history of the field. This document discusses the origins of the Wayne State University program and the field of Instructional Technology and then focuses on two eras: The Era of Audiovisual Education, 1948-1963, and the Era of Instructional Technology, 1963-1998. For the first era, early program landmarks are identified, followed by descriptions of courses in the early audiovisual curriculum. Changes in the transition years are also highlighted. For the second era, the implications of the change to instructional technology are briefly examined, followed by descriptions of courses in the 1963 curriculum in IT, and early IT curriculum enhancements. The continuing curricular innovations and enhancements of the 1970s courses are identified, followed by a brief review of impressions of IT in the 1970s. Finally, the focus moves to recent years of IT at Wayne State University. Discussion includes re-grouping in the 1980s, rebuilding IT facilities and equipment in the 1990s, and the 1990s curriculum enhancements. Following course descriptions are brief discussions on the University outreach program, research and development, and showcasing student work and building alumni relations. (Contains 13 references.) (AEF)

50 Years of Enhancing Learning with Technology 1948 - 1998



Instructional Technology
College of Education
Wayne State University

Audiovisual Education Faculty, Wayne University

1948 - 1963[1]

Arthur Stenius, Ph.D., Professor
Assistant Director, Coordinator of Visual Radio, Safety Education, and Children's Museum; Associate Professor, Education, 1945 – 1947
Professor, Audiovisual Education, 1948 – 1956

J. James McPherson, Ed.D., Professor
Associate Professor, Audiovisual Education, 1956 – 1958
Professor, Audiovisual Education, 1958 – 1960

Robert Kilbourn, Ph.D., Assistant Professor and Chair, 1960 – 1962

AUDIOVISUAL EDUCATION INSTRUCTORS
Daniel Bowman, M.A., 1953 – 1958
Albert L. Goldberg, Ed.D., 1955 – 1956
Betty Stoops, M.S., 1955 – 1956
Hazel Thompson, M.Ed., 1958 – 1962
Aldo Bonura, A.M., 1959 – 1962

KEY PART-TIME FACULTY IN AUDIOVISUAL EDUCATION
Margaret M. Brayton, A.M. (Curator-Supervisor, Children's Museum Detroit Public Schools; Visual Education), 1948 – 1958
Kathleen N. Lardie, A.M. (Manager, Station WDTR; Supervisor, Radio Education, Detroit Public Schools, Audio-Visual Education), 1948 – 1962

[1] Based upon data gathered from Graduate Catalogs and Bulletins, 1945 – 1962. Some inaccuracies may exist due to publication time lags or changes during the life of a particular document. No listings available for the academic year of 1962 – 63.

50th Year Commemorative

Of

The Instructional Technology Program

College of Education

Wayne State University

1948 - 1998

September 19, 1998

Celebration Dinner at the Detroit Institute of Arts

CONGRATULATIONS

TO THE INSTRUCTIONAL TECHNOLOGY

PROGRAM AREA, FACULTY,

STUDENTS, STAFF AND ALUMNI ON

THE PROGRAM'S 50th ANNIVERSARY

FROM THE

OFFICE OF THE DEAN

COLLEGE OF EDUCATION

WAYNE STATE UNIVERSITY

The Wayne State University Instructional Technology Program:

1948 - 1998

Instructional Technology, as a discipline, is young and still evolving. However, an Instructional Technology (IT) program that reaches the age of 50 is considered by most to be old. The IT program at Wayne State University has now achieved this status. Its history reflects not only the history of the University and the College of Education, but even more so, it reflects the history of the field. It is a microcosm of the field's intellectual development, as well as the expansion of its professional applications.

Figure 1. Old Main and the new Science Hall in the 50's

The Origins of the WSU Program and the Field

The question of when the field of Instructional Technology began is not an easy one to answer, and correspondingly, the birth date of the WSU program is also somewhat debatable. For the field as a whole, Ely and Plomp (1996) have used the post-World War II era as its start. This coincides with the emergence of the first academic programs in the field following the extensive research related to the war effort. Indeed, this too was the beginning of the Wayne State University program.

In many respects the WSU IT program began when the College of Education hired Arthur Stenius in 1945 to be an Associate Professor of Education, as well as the Assistant Director and Coordinator of Visual Radio, Safety Education, and Children's Museum. He developed five audiovisual courses, but a graduate concentration was not approved until 1948 and noted in the graduate catalog for the first time in 1949. This 1948 approval of a concentration is being used as the program's birthdate. However, the intellectual origins of the field can be traced to earlier times. DeVaney and Butler (1996) cite direct intellectual ties to work in the late 1920's, especially with the scientific management of education. More remote connections have been made with the pre-Socratic Greeks (Saettler, 1968, 1990) and the work of Comenius in the 1600's (Reiser, 1987). The foundations of the modern discipline of Instructional Technology are: 1) audiovisual foundations; 2) systems foundations; 3) psychology and evaluation foundations; 4) performance improvement foundations; and 5) management foundations. Over the past fifty years Wayne State's Instructional Technology program has reflected each of these intellectual foundations with varying degrees of emphasis.

The early years, 1948-1963, are defined both organizationally and conceptually when the program was known as Audio-Visual Education. There was not only a visual aids orientation, but also a teaching and teacher orientation in the curriculum. Beginning in the 1963 – 64 academic year, the department became known as Instructional Technology. Knirk and Gustafson (1986) indicate that this change, initiated by WSU's Robert Kilbourn, was the first of its kind.[1] The change

[1] This distinction has also been credited to the University of Southern California program led by Jim Finn who defined and championed this new concept on a national basis. However, the WSU program received approval for the name change six months prior to the time when USC received its approval for change.

was far more than a matter of semantics. It initiated a new instructional design program orientation that was rooted far more in psychology and general systems theory than the old program that was primarily based in communications theory and pedagogical guidelines. It laid the groundwork for a program that would be directed not only toward teachers, but also toward educators and trainers working in a variety of settings.

The Era of Audiovisual Education, 1948 - 1963

Early Program Landmarks

Stenius established a foothold in the college with five two-hour audiovisual education courses. These same courses served as the basis of the Master's concentration approved in 1948. (At that time, it took only eight hours of credit to establish a concentration in the 24-hour Master's degree.) Thus, in 1949 it became possible for a student to elect audiovisual education as either a graduate major or minor. The courses were part of the Division of Professional Education, an area that encompassed most of the programs offered in the College of Education today[2]. In 1953, it became possible to elect a concentration in Audiovisual Education not only at the Master's level, but also in an Ed.D. program as well.

Through these years, Stenius managed the program area alone, working for the most part only with part-timers Margaret Brayton and Kay Lardie, both from the Detroit Public Schools. Full-time instructors were added in 1953.

1956 was also a pivotal year. Not only did Wayne University become part of Michigan's state university system at that time, but the program leadership also changed. Arthur Stenius left the University and was replaced by J. James McPherson. During this period, all College of Education faculty offices were located in three houses on Second Avenue.

[2] Only the major programs had separate degrees; these were the various forms of vocational education (e.g. homemaking, industrial, automotive, business, distributive) and art education.

Figure 2. College of Education's first home on Second Avenue

The Department of Audiovisual Education was first established as a separate unit in 1960, and at this time it became possible to elect a Ph.D. in the area, as well as an Ed.D.[3] Given McPherson's 1960 departure, Robert Kilbourn, a new assistant professor, assumed program leadership, even though he had not yet completed his own doctoral studies. Kilbourn's key contribution was to end the age of audiovisual education at Wayne State and move the program into the domains of Instructional Technology.

Early Audiovisual Curriculum

THE ORIGINAL SEQUENCE OF COURSES. The early Audiovisual Education curriculum was dominated by concerns with museums, radio,

[3] Prior to this, the only College of Education Ph.D. offered was in Educational Psychology.

and basic teaching visual aids. The foundation course in the sequence was ED 206 – Audiovisual Aids to Instruction and Learning. In many respects, this course has never left the IT curriculum; it is a direct forerunner of our current IT 5110 -- Applications of Technology in Education & Training. Nonetheless, the first 206 course description in 1945 seems foreign to modern eyes.

> **ED 206. Increased Instructional Effectiveness through the Media of Visual and Auditory Devices and through Safety Education.** Two hours. Practical experience with visual, audio, and museum teaching aids; operation techniques of equipment; the contribution that such aids make to the instructional program, and the principles governing their use. Safety techniques concerned with these aids and those of general application to the school program, with emphasis on the responsibility of the teacher for the instruction of the pupil in the habits of safe living.

The emphasis on safety education more likely reflects the fact that Stenius's original appointment encompassed this area more than any particular theoretical orientation. In any case, by 1948 safety references were deleted from ED 206. The descriptions of the five initial audiovisual courses offered in the first concentration follow:

> **ED 206. Audio-Visual Aids to Instruction and Learning.** Two hours. Prerequisite: Teaching experience. Nature and principles of use of auditory and visual materials and equipment. Increased instructional effectiveness through the classroom use of such devices as bulletin boards, models, sandtables, slide and motion picture projectors, record players and recorders.
>
> **ED 256. Visual Instructional Materials.** Two hours. Prerequisite: Education 206 or equivalent. The classroom use of projected visuals – motion pictures, slide-films, and slides. Selection, utilization and integration of materials in various subject areas and on different grade levels. Student and teacher production of slides and films. Operation and care of projection equipment.
>
> **ED 256.1. School Museum Education.** Two hours. Prerequisite: Consent of instructor. A survey of education in museums with special emphasis upon the use of school museums and museum materials in instruction and recreation. Lectures, discussions, demonstrations, field trips, and individual work on school-museum relations and problems.
>
> **ED 256.4. Radio in Education.** Two hours. An understanding and appreciation of all types of radio programs; basic problems in radio production in relation to pupils' and teachers' needs.

ED 256.5. Auditory Instructional Materials. Two hours. Prerequisite: Education 206 or equivalent. Contributions of the auditory sense in learning. Principles and techniques in using records and recording, and radio programs as instructional devices. Survey and evaluation of available materials.

Figure 3. Students work on their script with the "new" tape recorders

The course on auditory instructional materials had also been changed since its first design in 1945. Initially, it had more greatly reflected what was then known as "radio education", an area that emphasized "good listening" guidelines. Perhaps it also showed the influence of Kay Lardie, the future manager of WDTR, and the Detroit Public Schools radio station. This course was not unlike our current offering of IT 713 – Media Literacy which includes an emphasis on designing school curriculum for critical viewing of television.

STENIUS ENHANCEMENTS OF THE EARLY AUDIOVISUAL CURRICULUM. Under Stenius's leadership, the early curriculum was in a fairly steady process of expansion. In 1950 a materials production sequence was added to the program, another change that was maintained in some form over the years and continues to be reflected in the 1998 program. The two-course sequence was:

ED 306. Production of Instructional Materials. Two or three hours. Prerequisites: ED. 206 or consent of instructor. Study of the production of such instructional materials as filmstrips, slides, models, records, and motion pictures. Students will be responsible for the actual production of certain teaching tools. Stenius.

ED. 307. Practicum in Production of Audio-Visual Instructional Materials. One to six hours. Prerequisite: ED 306 or equivalent. Actual production of such instructional aids as filmstrips, motion pictures, recordings, and graphics. The individual student will be responsible for complete production from script development to finished material. Stenius.

Figure 4. Students check out a filmstrip program

Today these courses are IT 5120 – Producing Technology-Based Instructional Materials and IT 813. Individual Projects in Instructional Technology.

Additional changes were rooted in the faculty interests and expertise in Museum Education. By 1954, ED 256.1 had been given a somewhat more modern name, "The Museum in Education", and two other museum classes were added.

ED 542.2 (formerly ED 256.3). Methods and Techniques of Museum Education in Classroom Teaching.

ED 542.2 (formerly ED 259.1) Facilities Offered by the Henry Ford Museum and Greenfield Village for the Enrichment of Classroom Teaching.

In 1952 one new course was added to the Audiovisual Education curriculum – a course that responded to a major technological change in society. This course was ED 308 – Television as a Teaching Tool. In retrospect, it is a remarkably innovative program enhancement, given the small number of television sets in common use at that time. Nonetheless, 308 was initiated along with an upgrade of the established 256.5 introduced in 1953.

> **ED 308 Television as a Teaching Tool.** Two hours. Prerequisite: ED 206 or consent of instructor. The place of television in the school program, and its contribution to instruction. Utilization of in-school and out-of-school television program; stress on special adaptability of the medium to different curriculum areas. Survey of writings, research, and available programs for instructional purposes. Stenius, Speech staff.

> **ED 256.5 Utilization of Radio and Television in Classroom Teaching.** Two or three hours. Prerequisite: 206 or consent. Survey and evaluation of records, transcriptions, and radio and television programs. Review of principles and techniques of script writing and production. Lardie, Stenius

This completed Arthur Stenius's influence on WSU Audiovisual Education program. In eleven years, he had initiated a completely new program destined to be continued for at least a half century. With only a small staff he had continued to expand this program, establishing a precedent for quickly responding to technology innovations. While the thrust of the program (as was typical of the time) was on the operation of audiovisual equipment and production of audiovisual materials, there were clear emphases given to instructional effectiveness, evaluation, diverse instructional strategies, and student learning. The audiovisual foundations of today's modern field of Instructional Technology were established.

MCPHERSON PROGRAM ENHANCEMENTS. The second person to provide leadership for the early WSU program was J. James McPherson. Prior to his tenure at Wayne State, McPherson had been Executive Secretary of DAVI (NEA's Department of Audio-Visual Instruction, the predecessor of AECT). Today, the AECT office has a plaque listing AECT leaders including McPherson. The tenure of James McPherson at the newly designated Wayne State University was brief, only four years. In this time, however, he modernized course designs and introduced the management foundations of the field into the curriculum. An important part of the field since the 1930's had been not only the utilization of audiovisual materials in the classroom, but also the management of these

resources. The first course addition made with the arrival of McPherson addressed this topic, one that was missing at the time in the WSU program. His new course was ED 741.1.

> **Ed 741.1. Administration of Audio-Visual Instructional Materials Programs.** Cr. 2. Prereq: ED 541, ED 641. Purposes of and procedures in establishing a program; supervising, budgeting and evaluating; materials center and handling; in-service education; literature and research in the field. McPherson, Graduate staff.

This course introduced typical management issues still addressed today – budgeting, facilities design, evaluation – but it put them in a program design and research framework.

Course changes in the rest of the curriculum were essentially to update language and the media emphasized. The "Methods and Materials" emphasis used through the 1980's was put into place. Television and graphics production were made more prominent. Evaluation continued to permeate the curriculum.

McPherson continued in the field after leaving Wayne State. In the mid'60's he was a member of the Indiana University/USAID project in Northern Nigeria working with other leaders in the field. Shortly thereafter, McPherson died at an early age.

In the Audiovisual Education era, most students taking AV courses were undergraduates. Two courses (most likely ED 206 and ED 306) were recommended for elementary education teacher preparation students and these same courses were highly recommended for those in secondary education. Thus, in spite of the approved graduate concentrations, the program functioned primarily as support for teacher education.

During the audiovisual era student tuition was rising, but the levels would seem comical to current students. In 1948, undergraduate tuition was $7.50 per credit hour with a *maximum* tuition of $75. By the 1958-59 academic year, undergraduate tuition had doubled to $15 for the first credit and additional credit fees on a gradually reduced basis (much as with the current scheme), with a maximum of $150 for 18 credits or more. Graduate tuition was slightly more at $18 for the first credit hour and a maximum fee of $176 for 18 credits or more.

The Transition Years

CURRICULUM TRANSITION. With McPherson's departure, few additional changes were made to the audiovisual education curriculum as such. Robert Kilbourn, McPherson's replacement was involved in more

sweeping plans. In 1960, Audiovisual Education became a separate department, and the Ph.D. was first offered in IT.

Kilbourn, however, had larger plans. He intended to change the department to the Department of Instructional Technology. This change was approved in 1962 and became effective with the 1963–64 academic year. John Barson, chaired the department that year before leaving for Michigan State University, and then Robert Kilbourn officially assumed the Chair's position.

FACILITIES CHANGES. In 1960 the College of Education left the three houses on Second Avenue and moved into its new building designed by Minoru Yamasaki. This building was located farther north on Second Avenue, a street that was still open to traffic prior to the construction of Gullen Mall. This building had up-to-date technology facilities and equipment, including a PA system to allow broadcasting to each classroom. A key part of the design was the first floor complex dedicated to audiovisual activities. Audiovisual Education faculty offices were in this complex. Today, this is the area housing the College's Curriculum Service Center, a modern technology support service.

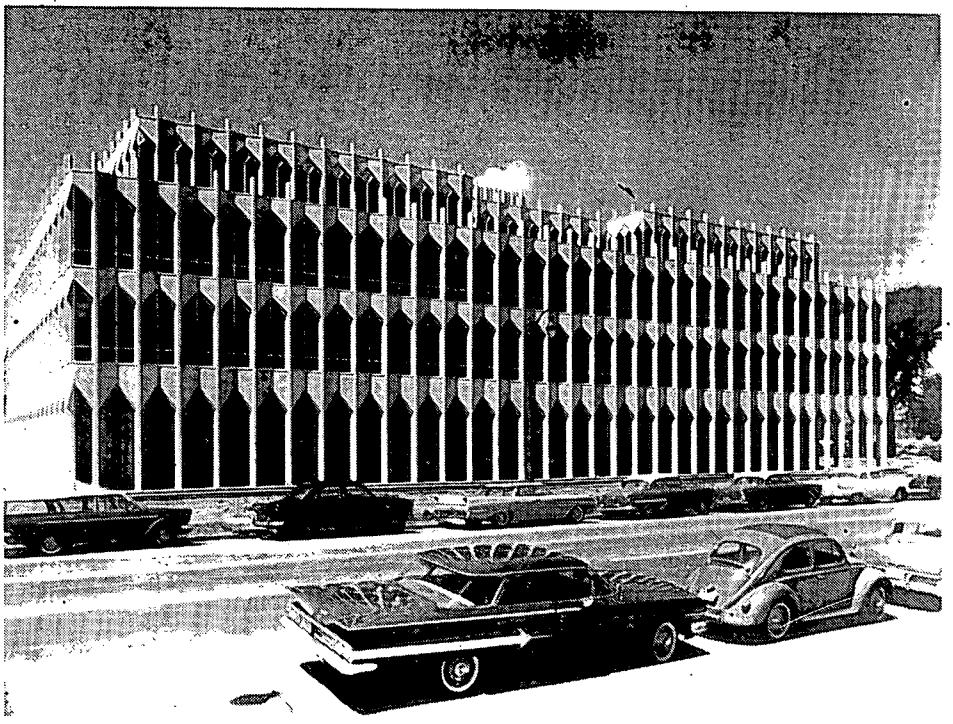


Figure 5. The brand new College of Education on Second Avenue

These new facilities included a state-of-the-art audio recording studio located in a small glass-enclosed room between Rooms 112 and 114. This room still exists. There were also advanced facilities in the 114

Figure 6. IT worked closely with the university's film production department

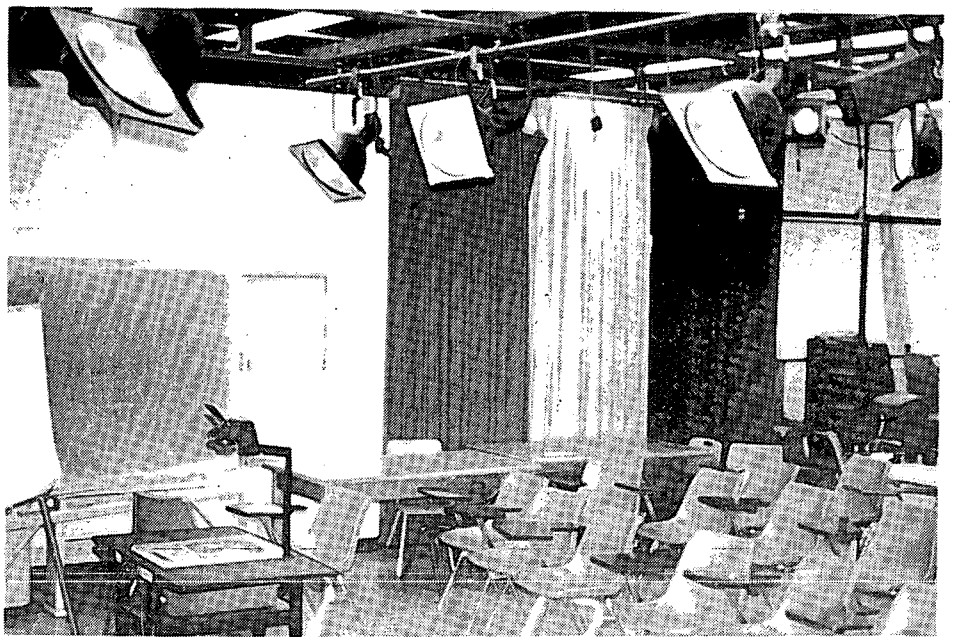


Figure 7. Room 55 Video Production

complex to support the production of instructional materials. These facilities were subsequently used in large documentary film and educational filmstrip production projects, many of which were joint efforts with the University's Department of Audiovisual Services, long directed by Dr. Thomas Roberts.

The Room 55 complex was designed to be a custom television studio for major teacher education TV projects. This complex included a sound booth, a director's booth, and an editing studio. Room 55 itself was a production area. This area was put to good use in collaborative broadcast TV projects with many teacher education faculty. One notable project involved Professor Morel Clute and 250 local classroom teachers. These are the same facilities that underwent renovation in the early 1990's so that they could be used once again for video production and editing.

The Era of Instructional Technology, 1963 - 1998

The Implications of the Change to Instructional Technology

The term "Instructional Technology" implied far more than modernization. To many, such as Finn (1953), it connoted a distinct move to professionalize the audiovisual field. It connoted an attempt to move beyond the training of technicians to the education of persons in a profession with a firm intellectual foundation. The term "Instructional Technology" also "reflected a move away from the 'aids' concept of assisting teachers to teach and toward the concept of at least some materials being directly used by students without teacher intervention" (Knirk and Gustafson, 1986, p. 9). This notion coincided with the development of a science of instruction. Instructional psychologists provided a theoretical foundation that focused on those variables influencing learning and instruction. For many, the nature of the learner and the learning process itself took precedence over the nature of the delivery methodology. Thus, the field of instructional design was also being "born" at this same time. The new field of Instructional Technology tended to reflect a merger of those with audiovisual and communication theory concerns with those coming from an instructional psychology orientation.

The change in department name was accompanied by a radical curriculum change. The new curriculum was in many respects as innovative as were the original five courses designed by Arthur Stenius, and just as limited as those original five courses. However, it provided the foundation for development in a radically different direction.

The 1963 WSU Curriculum in Instructional Technology

The new IT curriculum had three facets: 1) the use and production of audiovisual and technological developments; 2) instructional design; and 3) a study and practice of the profession. The course descriptions, however, were sparse, and still showed ample evidence of the recent audiovisual history. The new courses (excluding thesis research and directed studies) were:

> **IT 5761. Technology in Education.** Cr. 3-4. Use of audio-visual and other technological developments in instruction and learning. Emphasis is placed on the integrated use of all instructional resources for the design of learning experiences. Laboratory arranged.
>
> **IT 5762. Instructional Technology Workshop.** Cr. 2-6. (Max 6). Prereq: IT 5761 or consent of instructor. Intensive study and laboratory work on designated elements in instructional technology including programmed instruction, educational television.
>
> **IT 7761. Technology and Instructional Design I.** Cr. 4. Prereq: IT 5761 or consent of instructor. Characteristics of instructional media in relation to instructional problems, curriculum, programming and research.
>
> **IT 7767. Introductory Master's Seminar.** Cr. 4. Prereq: IT 5761 and consent of adviser.
>
> **IT 8761. Technology and Instructional Design II.** Cr. 4. Prereq: IT 7761. Analysis of instructional systems-design and administrative problems. Development of operations research procedures.
>
> **IT 8762. Practicum – Instructional Technology.** Cr. 4-8. (Max. 8). Prereq: IT 7761, consent of adviser and instructor. Analysis use and evaluation of instructional media in school setting.
>
> **IT 8763. Individual Projects in Instructional Technology.** Cr. 4-12. (Max. 12). Prereq: IT 7761 and consent of instructor. Development of devices and materials for instructional media through individual production and design.

This was the first set of WSU course descriptions in this field that used the words "system" "instructional design" "programmed instruction" or "operations research". The only specific type of delivery media mentioned was educational television. In many respects IT 5761 harkens back to the old ED 206, but even here there is evidence of adherence to the notion of general systems theory. The beginning design

course serves as a stepping stone to higher level work, even as it does today.

Early Instructional Technology Curriculum Enhancements

INITIAL CURRICULUM OF CHILDS FACULTY. In an effort to expand the newly defined department, Kilbourn hired John Childs, a new Ph.D. from the nationally known program at Michigan State University. In a tragic quirk of fate, as Kilbourn was returning from the meeting that finalized Childs move to Detroit, he suddenly died. Thus, in 1965 Childs came to a newly formed department staffed only with Fred Knirk, an instructor completing his WSU doctorate in IT. (Knirk subsequently became a faculty member in the highly regarded USC Instructional Technology program.) The IT doctoral program was in a low period at this time due to the lack of faculty to administer the program. Childs and Knirk immediately began working together to revive the program, and soon had it in full operation once again.

By 1969, Childs had constructed a department of four full-time tenure track faculty, the largest faculty to staff this program to date. Tom Burford, a Syracuse University graduate, was trained in the newer concepts of the field, but had a fundamental interest in media. Jack Gordon provided the major expertise in instructional design and research. Initially trained as a researcher and statistician at Michigan State University, Gordon came to WSU after conducting research in instructional design at the Teaching Research Division of the Oregon State System for Higher Education, one of the noted early research and development laboratories. Al Stahl, who also had a Syracuse degree, brought expertise and interest in organizational change, simulations, and instructional management. The enhanced IT program was introduced. This was a program that was "predicated upon the improvement of instruction through the study of the teaching/learning process." (Education Catalog, 1969-70).

> **IT 5761. Technology in Education. Cr. 4.** Students will design, develop and employ simple instructional devices and materials in real and simulated instructional settings, survey, and evaluate the most recent commercially produced instructional materials, operate and evaluate the latest technological devices such as the Language Master, computer terminals, and teaching machines. Laboratory arranged.
>
> **IT 5762. Instructional Materials Workshop.** Cr. 2-8 (Max. 8). Prereq: IT 5761 or consent of instructor. Students will design and develop packages of projected and non-projected instructional devices and materials such as film-strips, slide-tape systems, 8 mm single concept films, and overhead projector transparencies, audio tapes and video tapes that meet students individual instructional needs.

IT 7761. Instructional Design. Cr. 4. Prereq: IT 7767 or consent of instructor. Students will acquire and practice the rules of instructional design, be videotaped and critiques employing predesigned instructional moves with related devices and materials with selected students, develop individualized instructional packages representing association, classification and application tasks.

IT 7765. Technological Research in Instruction. Cr. 4. Prereq: IT 5761 and 7761 or consent. Students will write developmental and evaluation research proposals, acquire and practice techniques for assessing instructional sequences, acquire and practice methods of large-scale curriculum evaluation and research, work as team members with content experts to design, develop, evaluate and revise instructional packages.

IT 7767. Introductory Graduate Seminar. Cr. 4. Prereq: Consent. Students will define the field of instructional technology, identify professional journals and organizations in the field, define and explore the research foundations of areas in the field of instructional technology.

IT 7768. Designing Simulation Systems for Instruction. Cr. 4. Prereq: consent. Students will acquire and practice the rules of simulation design so as to plan, produce and evaluate a learning game simulation, and a problem resolution simulation; survey and evaluate commercially available simulations.

IT 9761. Research Seminar and Practicum. Cr. 4-6 (Max. 6) Prereq: EER. 7763 and 7664 or IT 8761 or consent. Students will develop a research proposal, critically evaluate each other's research proposals, conduct pilot studies which will lead to more productive research in the field.

This curriculum, while following the lead of the Kilbourn vision, provided substance and intellectual rigor to the notion of Instructional Technology. The new 5761 and 5762 were modern up-to-date versions of the old ED 206 and 306. In spite of the references to Language Masters, teaching machines, and 8-mm single concept film, which have long been passe, these courses were innovative. IT 5761 was the first IT course to addressed computers. The introductory seminar mirrors that which is currently offered today, IT 7100, and the current IT 9110 (Advanced Research Seminar) is a direct outgrowth of this IT 9761.

THE CONTINUING CURRICULAR INNOVATIONS OF THE 1970'S. The 1970's were a period of active growth for the field of Instructional Technology. The WSU Department matched the pace. There were important innovations during this decade. Instructional design became firmly established. In 1976 Dick and Carey's first edition of *The*

Systematic Design of Instruction was published. Equally important was the spurt of employment opportunities for IT graduates in business and industrial training environments. Thus, a rich intellectual climate as well as an expanding arena for practical applications spurred on curricular changes. This was also the time when the Department had its largest staff in its near 30 year history. This growth, however, was matched by the drastic decline in teaching positions throughout the country.

The curriculum enhancements of the 1970's can be clustered in three categories: 1) courses advancing the field's foundations in systems theory and instructional psychology; 2) courses expanding the field's

Figure 8. Some of the forerunners of today's PC's

management foundations; and 3) courses that continued the technology foundations, primarily addressing computer use in education. First, the instructional design and evaluation emphases were expanded at all levels of the curriculum with the introduction of the following seven courses:

IT 6761. Introduction to Systems Techniques in Education. Cr. 4. Prereq: consent of instructor. Applications of various systems techniques in educational planning. (introduced in 1971)

IT 6762. Workshop in Behaviorally Planned Instruction. Cr. 4-8. Prereq: IT 5761 and 5762 or consent. Principles of behaviorally planned instruction applied to the design, development, implementation and evaluation of behaviorally based instruction activities and materials. (introduced in 1971)

IT 712. Strategies of Instructional Development. Cr. 2 Prereq: IT 711 or consent of instructor. Alternative strategies for undertaking instructional development activities within education, industrial, or human services agencies; review of related curricular issues. Students design an instructional development plan for a given or developmental context. (introduced in 1980)

IT 715. Educational Product Evaluation. Cr. 3. Prereq: IT 711 or consent of instructor. Developmental and evaluation research proposals. Techniques for assessing instructional sequences, methods of large scale curriculum evaluation and instructional packages. (introduced in 1980)

IT 8765. Advanced Seminar: Needs Assessment and Program Validity. Cr. 4 Prereq: IT 7765 and admission to doctoral program or consent. Examination of needs assessment models, procedures and approaches. Investigation of the bases for designing programs, validating programs, and assessing the continuing validity of on-going programs. Students undertake a needs assessment validation study to confirm the validity of the intents of a new or existing program. (introduced in 1979)

IT 8767. Human Factors and the Design of Instructional Man/Machine Systems and Facilities. Cr. 4. Prereq. Consent of instructor. Identification, exploration, and application of the limits and constraints of human factors in the design of instructional man/machine systems and facilities. (introduced in 1975)

IT 8760. Advanced Seminar in Instructional Design. Cr. 4. Prereq: IT 7761 and admission to doctoral program or consent of instructor. An advanced course in instructional design which extends the principles contained within IT 7761 by focusing upon the development of sophisticated instructional systems. Students develop a design for a complex instructional system. (introduced in 1979)

These courses, developed from 1971 to 1980, have had considerable permanence in the program. The 6761 (now 6110) was essentially in place until 1997 when the course was changed to more closely meet the needs of students. Course content, however, has not been abandoned, but embedded in other courses. The 8761 is akin to the current IT 7210, an advanced course in instructional design tools and techniques. IT 715, on the other hand, is still a required course for every IT student. It is considered to be a part of the core curriculum. IT 6762 was dropped from the curriculum in the 1980's, but not before the title was changed, almost immediately after its introduction, to "Workshop in Developing Performance-Based Instruction". This change likely responded to the growing recognition that behavioral learning theory was being replaced in ID literature by a greater allegiance to cognitive learning theory. The

human factors course was dropped from the curriculum in 1987. IT 712 is a course that began with a primary focus on instructional development and evolved into a course pertaining more to the management of organizational change. As such, it evolved into being more closely aligned to management foundations. Today, this course number is being used for instruction in project management.

The second group of courses in the 1970's curriculum enhancements related to management issues. During the 1970's decade, this facet of the program grew to assume an important role in the various IT curricula. These courses have varied foci. Some are closely tied to materials design projects. Others continue the original management and administration thrust related to resource management. Others highlight the role of the teacher as a manager, rather than a deliverer, of instruction. They are:

IT 6763. Techniques of Individualized Instruction. Cr. 4. An individually paced course in how to organize and manage individualized instruction. (introduced in 1970)

IT 6764. Organization and Management of Learning Resources. Cr. 4. Prereq: IT 5761 or 7767 and consent. Open only to master's candidates in Instructional Technology, Library Science, or Educational Administration. Evaluation and management of learning resources; design, organization and operation of Learning Resource Center facilities. (introduced in 1970)

IT 6765. Management of Instruction. Cr. 4. Prereq: IT 5761 or 6761, or consent of instructor. A review of the inadequacies of current systems for managing instruction. Identification and examination of critical and supportive elements of an instructional management system. Students design and develop an instructional management system of their own or a given instructional context. (introduced in 1979)

IT 7766. Computer Applications in Managing Instruction. Cr. 4. Prereq: IT6766. Advanced course in instructional management; the role of the computer in instruction. Students design a computer-managed system of instruction for use in a given context. (introduced in 1979)

IT 8766. Advanced Seminar in Educational Management Systems. Cr. 4. Prereq: IT 7766 and admission to doctoral program or consent of instructor. Development of approaches to instructional management which stresses total system involvement through the use of decision making models. Students develop and apply a management system for a given instructional setting. (introduced in 1979)

The management foundations of the IT program remain strong. However, the thrust has completely changed from this initial sequence.

None of these courses remain in the current curriculum. Current views of the management domain in IT will be discussed in connection with curricular changes of the 1990's.

The last cluster of new courses introduced in the 70's relates to technology – specifically to computer applications. During this period society was introduced to the personal computer. The first PC was manufactured in the late 70's. They were new and exciting. By today's standards they were toy-like, but they stimulated the field of instructional technology to respond to the educational applications of this "teaching aid". The first course totally addressing computer-related issues in the WSU IT program was IT 7764. It was first introduced in the 1972 curriculum, twenty years after the innovative introduction of the course in "television education". The original course description was:

> **IT 7764. Seminar in Computer-Assisted Instruction.** Cr. 3. Prereq: consent. Analysis of computer based instruction as a mass communications medium. Writing, testing, and evaluation or control and command languages in lesson and program preparation using W.R.A.P. and other command languages of computer assisted instruction. Modern mass communications evaluation techniques applied to computer-assisted instruction.

It is obvious from this course description that this is not a laboratory or a "hands-on" course. Today's course in interactive courseware development is an outgrowth of the old 7764. In 1977, the first multi-media course was introduced.

> **IT 8767. Designing Multi-Media Learning Spaces.** Cr. 4. Prereq: Consent of instructor. Identification, exploration and application of design criteria which will facilitate the use of multi-media in the teaching and learning environment both in education and industry.

Clearly, the term "multi-media" does not connote the same things as it does now. One of the most interesting aspects of this course description, however, is that it is the first time the term "industry" has been used in reference to the IT curriculum. This reflects the shift that had already taken place in the orientation of the WSU students in IT.

IMPRESSIONS OF THE 1970'S. The 1970's were an exciting time for Instructional Technology. The field as a whole changed direction, and this led to curriculum changes that were unparalleled in the history of the WSU program. Likewise, there was a massive growth in the student body, including students enrolled in IT outreach programs designed to take degree-oriented instruction to people in their workplaces. During this time, Childs was instrumental in establishing the College's Curriculum Service Center that originally was housed in the IT Department.

The IT program also made strides in terms of growth as a research and development unit. This began in the late 60's when Wayne State sponsored a National Defense Education Act Fellowship Program for 50 persons from national and international sites to study IT. The IT R & D activities reached a peak in 1979 with the start of a two-year Plato Project, funded by Control Data Corporation. This project was designed to create individualized, computer-based instruction using the Plato System. It produced products such as a complete IT Master's degree program and a microprocessor course for Control Data engineers. There was also instruction produced for Merrill Lynch. At any time, there were five graduate research assistants on staff. This team included Phyllis Beaver, Paul Jung, Bob Masserang, Betsy McDonald, Ellie Robertson, Gordon Schleicher, Charlotte Schwann, Tim Spannaus, and Dwayne Stever.

The IT program also collaborated with many units from throughout the University on various curriculum development projects, including the Medical School, Engineering, Law, Medicine, Nursing, and Mass Communications. Tom Burford was especially active in the medical education projects, and many IT persons worked with Rhoda Bowen in the School of Nursing on her long-term television series on nursing education.

Nonetheless, by the end of the 1970's the College of Education (like many other colleges throughout the country) was in a state of crisis due to the drastic reduction in enrollment throughout the decade. Michigan was moving into a severe economic recession. It was impossible to fill faculty vacancies, let alone entertain the thought of embarking on a major drive to upgrade equipment and facilities.

In partial reaction to these events, the College reorganized in 1974, moving into a divisional structure and eliminating the many separate departments established in the "glory days" of the 1960's. Instructional Technology moved into the Division of Educational Leadership, subsequently changed to the Division of Administrative and Organizational Studies. The program, however, continued to maintain its discrete identify and degree programs.

Faculty offices were moved from the Room 114 complex and were housed in the Room 55 complex in the early 1970's. This was in part due to the vacancies left there when television education efforts faded. This separation from the bulk of the education faculty led to a tight-knit family of IT faculty and students. Jack Gordon's classes were taught on a totally individualized basis in his Room 57 "office", now the video-editing studio. By the end of the decade, however, when office space was readily available in the College, the IT faculty moved "upstairs" and assumed offices in their current quarters on the third floor. At this point, the faculty was greatly reduced, consisting only of Childs and Stahl. The field, however, was in a growth phase in the Detroit Metropolitan area,

and they were faced with the need to rebuild staff in spite of the freeze that had been placed upon hiring in the College of Education.

The program was established; consequently, few curricular changes were made during the early and mid-1980's. It was possible to rely upon the innovations of the 70's. Technology resources were extremely poor, but student enrollment was still growing. The IT program was still short-staffed and was back in the position of relying heavily upon the services of part-time faculty, much as the program had started in the 1940's.

The Recent Years of WSU Instructional Technology

RE-GROUPING IN THE 1980'S. In 1980, Childs arranged for the transfer of Alvin Edelson from the University's College of Lifelong Learning to IT. Edelson, IT graduate and specialist in instructional video, was on the staff for two-years before his appointment was unfortunately terminated because of College budget cuts. In 1981 Childs facilitated another transfer, that of Rita Richey, another WSU IT doctoral graduate, from her tenured position in the Division of Teacher Education to the Instructional Technology faculty. Thus, by the beginning of the 1983-84 academic year, there were three members of the IT faculty.

Childs continued to coordinate the IT program until 1987. At this time, Richey assumed the position. The major tasks facing the program were one of increasing staff, rebuilding the instructional equipment and facilities, updating curriculum to meet the new demands of the marketplace, building ties to alumni, and establishing an on-going R & D arm of the program. By the late 80's Stahl's primary role was to provide direction and advisement for the business arm of the department. Richey emphasized instructional design, design theory and research techniques. Childs worked in various phases of the program, but was especially involved in the development of the computer applications instruction and school facilities design.

THE 1990'S: REBUILDING IT FACILITIES AND EQUIPMENT. By the end of the 1980's, it was clear that further curriculum enhancements would be dependent to a great extent upon returning the program area's facilities to their former status. Given the support of the College administration, this has been largely accomplished. The program area now has two dedicated classrooms in the College of Education – one appropriate for general lecture and discussion, and a second that can also be used for general media and video instruction. Beginning, Fall, 1998, each classroom will be equipped for computer-based delivery of instruction. In addition, there are four media-based laboratory settings available for instruction:

1. a 25 station multi-media computing laboratory with priority given to use by Instructional Technology students and faculty;

Figure 9. IT adds distance learning delivery to its instructional program

2. a distance education room designed to facilitate two-way interactive video;

3. a video production facility and editing suite;

4. and a media production laboratory housed within the College Curriculum Services Center (CSC).

Figure 10. Students use the new non-linear editing suite for their video productions

The CSC also offers general audiovisual support and additional computing laboratories. The IT Advanced Computing Laboratory is staffed 20 hours a week and open for student use each Saturday and selected afternoons and evenings.

THE 1990'S: CURRICULUM ENHANCEMENTS. There have been a number of changes in the IT curriculum over the past 10 years. In general, these changes have addressed the following issues:

- restructuring the Master's Degree and Educational Specialist Certificate to meet the specific demands of major practitioner groups;
- upgrading the doctoral programs to provide more in-depth examination of IT theory and skills while making clear distinctions between Ph.D. and Ed.D. programs;
- restructuring programs for trainers to reflect a performance improvement orientation; and
- expanding the range of technology-based instruction.

In addition, the faculty has upgraded criteria for program admissions and doctoral program procedures.

Master's and Educational Specialist programs now consist of 36 credit hours (a 50% increase from the original Education Master's) and students select one area of program emphasis on which they focus. These areas are either: 1) IT Applications in K-12 Education; 2) Performance Improvement and Training, or 3) Interactive Technologies. Courses are tied specifically to each of these emphases, but there are many courses that are applicable to several areas of specialization.

Beginning Winter Term 1998 the faculty once again instituted major curriculum changes, designed to align the program with current trends in the field. The program, however, continues to be rooted in an instructional design and evaluation foundation. Basic design content has been taught recently by Lynn Miller-Wietecha and part-time faculty, including Judy Avie and Wanda Cook-Robinson. Beginning Fall, 1998 Gary Morrison, a new professor recruited from the University of Memphis and author of one of the field's major design texts, will also teach in this phase of the program. The new design sequence is:

> **IT 6110. Foundations of Instructional Systems Design.** Cr. 4. Exploration of alternative systems models of instructional design and basic design principles, methods and techniques of pre-design analysis, instructional strategy selection and sequencing. (taught by Morrison and Miller-Wietecha)

IT 7110. Advanced Instructional Design Tools and Techniques. Cr. 4. Prerequisite: IT 6110. Exploration and application of those techniques, tools and competencies characteristic of expert designers. Topics include: use of design software, program design, advanced analysis techniques, motivation design, rapid prototyping, reducing design cycle time, designing instruction for diverse learner populations. (introduced in 1994; taught by Richey)

IT 8110. Advanced Instructional Design Theory and Research. Cr. 4. Prerequisite: IT 6110, 7110. Analysis of the theoretical foundations of instructional design and their application in design practice. Exploration of a broad range of current design research and theory, and future directions in design theory and practice. (taught by Richey)

The evaluation sequence continues to consist of "Educational Product and Program Evaluation" and "Needs Assessment and Program Validity". At this point, this sequence is largely supervised by Jim Moseley and part-time faculty, including Ernie Yoder (an IT doctoral graduate and faculty member in the WSU Medical School) and Joan Dessinger.

The new Performance Improvement courses show the program's new orientation to the management foundations of the field. These courses are:

IT 7120 Project Management. Cr. 4. Exploration and application of principles and techniques of project management. Topics include: tools used to manage instructional projects, components of management plans, software used to create management plans.

IT 7320. Human Performance Technology. Cr. 4. Fundamentals of human performance technology; performances, standards, tools and techniques for the performance improvement consultant; improving individual performance; performances technology and instructional development strategies and tactics for performance improvement; human performance interventions of any instructional and non-instructional nature. (first introduced in 1994; taught by Moseley)

IT 8320. Performance Consulting. Cr. 4. Prerequisite: IT 7320. Practical application of principles of performance consulting to solve problems in large and small organizations. Topics include: role of the performance consultant, identifying business needs, assessing performance, contracting techniques, managing the performance improvement process.

During the 1998-99 academic year, the faculty will be searching for another new IT faculty member with special expertise in the area of performance improvement and training.

Under the leadership of Gary Powell, the program has been able to expand its Interactive Technologies program emphasis. These new courses include:

IT 7140. Interactive Courseware Design. Cr. 4. Prerequisite: IT 6110. Windows literacy recommended. The design, development and production of interactive courseware. Demonstration of Authorware Professional authoring software, essential production tools and techniques, and instructional systems design procedures in the development and evaluation of a 30-45 minute instructional module.

IT 7220. Multimedia Design and Development. Cr. 4. Prerequisite: IT 6110 recommended. Windows literacy recommended. The design, development and production of interactive multimedia programs. Demonstration of Multimedia Toolbook software, essential multimedia production tools and techniques in the development of an interactive multi-media presentation. Students work in instructor-assembled development teams.

IT 7230. Advanced Multimedia Design and Development. Cr. 4. Prerequisite: IT 7220 or permission of instructor. Advanced multimedia production and authoring techniques. Exploration of programming theory and mastery of Multimedia Toolbook's OpenScript language. Individual development of a variety of limited exercises and one small multimedia program. Business concerns of a multimedia producer.

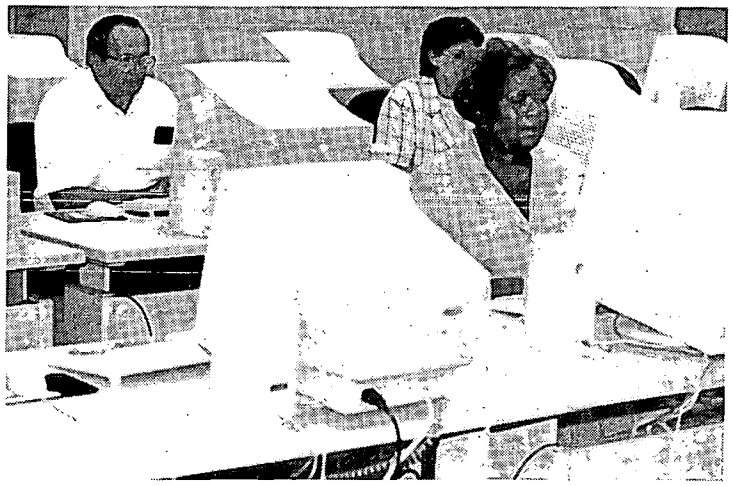


Figure 11. Students develop multimedia programs in the IT computer lab

IT 7240. Applications of New Technologies. Cr. 2-12. Prerequisite: Vary by offering. Analysis and application of principles of designing instruction and instructional facilities that utilize emerging technologies in a variety of education and training settings. Variable offerings that address topics such as: delivering education, training and multimedia on the Internet; technology facilities design.

These courses form the technology core of the program. However, other courses have also been added over the last decade. Most notably has been the sequence, under the leadership of Al Edelson, related to instructional video. These two courses were first introduced under their own numbers in 1989. The video courses are:

IT 6060. Scriptwriting for Instructional Video. Cr. 3. Techniques of writing scripts for instructional video production for use in educational training and/or human services programs from program concept to production-ready script.

IT 7060. Developing Instructional Video for Education and Training. Cr. 4. Techniques for developing video for instruction; program elements, graphics, small format video and applications of instructional design to video production.

Other technology-related courses are:

IT 7180. Message Design and Display. Cr. 4. An analysis of the principles of message design, the foundational research, and application in the publication of print and electronic materials. Addresses techniques of preparing instructional, informational, and marketing messages using alternative layouts and graphics. Laboratory work using advanced computer configurations. (introduced in 1994; taught by Stahl and Morrison)

IT 7210. Distance Learning. Cr. 4. Exploration and demonstration of technique of designing and delivering instruction with two-way interactive video and audio technologies. An analysis of the theoretical foundations and principles of designing and delivering instructional over distance. (introduced in 1997; taught by part-time faculty and Morrison)

The difficulty in devising a modern up-to-date Instructional Technology curriculum is one of being able to make changes frequent enough to meet the demands of the job market, technology advancements, and new theoretical orientations. New courses such as the following have been introduced:

IT 7130. Delivering Professional Presentations. Cr. 3. Principles and techniques for making professional presentations to a variety of audiences. Practice in delivering extemporaneous

and manuscript types of presentations for informative and persuasive purposes. Types of visual support, including presentation software. (introduced in 1996; typically elected by K-12 teachers and trainers; taught by Edelson)

IT 7170. Media Literacy. Cr. 3. Developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. How the media work, how they produce meaning, how they are organized, and how they construct reality. Producing media products. (introduced in 1996 as a course in Critical Viewing of Television; typically elected by K-12 teachers; taught by Edelson)

IT 8100. Background, Issues and Trends in Instructional Technology. Cr. 4. Exploration and discussion of the history of Instructional Technology's practice and intellectual foundations and its implications for current issues and trends. Analysis of those factors that are likely to impact the future of the field, including the contributions of key leaders of the past and the present. Utilizes a variety of electronic communication techniques to explore issues with others in the field. (introduced in 1994; typically elected by advanced graduate students; taught by Richey)

The 1990's have brought many enhancements of the IT curriculum. Combinations of factors have made these changes possible. Clearly, the new equipment and facilities have been important. However, changes also have been facilitated by the expansion of the faculty and the growing student body. The Instructional Technology program currently has four full-time and two fractional-time faculty and an open slot to be filled. There are approximately 600 part-time students.

THE 1990'S: UNIVERSITY OUTREACH. The program started a history of collaboration within the University in the 1970's. This has continued. In the late 80's and early 90's Al Stahl (and a number of IT students) worked closely with Frank Westervelt of the College of Engineering to design and deliver an Engineering Master's Degree by distance to employees of the Ford Motor Company. This program served as a model for the beginning of the University's distance education programs and facilities.

IT has also been involved in curriculum development projects on campus. A new program is being started Winter, 1999 providing a Certificate in College and University Teaching. This program will be housed in Instructional Technology and conducted in cooperation with the WSU School of Graduate Studies.

IT has also continued its close ties with the Department of Library and Information Sciences. The two areas are exploring the possibilities of

jointly initiating a new program to train administrators of media resource centers. Furthermore, plans for a new Certificate in Medical Education, developed under the leadership of Jim Moseley, also involve the Instructional Technology program area.

THE 1990'S: RESEARCH AND DEVELOPMENT. Like most IT programs across the nation, research and development is viewed as a key role. In many respects, we are continuing the legacy established in the 1970's. In the late 1980's and early 90's, Richey conducted a series of evaluation projects with Ford Motor Company's Joint Committee on Health and Safety. These projects resulted in evaluation reports used by Ford union leadership and management, as well as a number of scholarly products. Four doctoral dissertations were based on data from these projects, those of Hank Lick, Pat Brogan, Sandy Riess Murphy, and Andrea Nranian. In addition, Richey wrote a book, *Designing Instruction for the Adult Learner: Systemic Training Theory and Practice*, based on these data sets. This relationship with Ford's Health and Safety Training continues today with another project to evaluate a new safety training effort. This is being conducted by Dale Brandenburg, a research professor in Instructional Technology. It is anticipated that an additional dissertation by Sarunas (Sparky) Mingela will also be forthcoming from this project.

In 1995, the U.S. Department of Education funded Project ALERT for $1.6 million. This was a collaborative effort between Instructional Technology (Powell, Richey, and Brandenburg), WSU's Center for Labor Studies (Stack), and Reading Education (Feathers), and conducted in cooperation with UAW-Chrysler, the Chrysler Axle Plant, the City Management Corporation and their cooperating unions, Davis Tool & Manufacturing and their cooperating unions, & the Detroit Public Schools. The thrust was to design and deliver innovative technology-based adult literacy programs and to study the impact of such programs on the learners and the corporations. A number of IT students worked on this project, including Nancy Copeland and Laurie Nelson.

Figure 12. Simpkins works with assistant Crystal Powell

Project ALERT served as the impetus for the formation of the Office of Workplace Education directed by Dale Brandenburg. This office serves as an R & D center dedicated to education in business and industry. It currently is involved in a wide range of projects. First, there is "A Bridge to Advanced Technological Education" funded by the National Science Foundation Advanced Technological Education Division through the University of Illinois at Chicago. This is a three-year $1.0 million effort to build relevant curricula to prepare Hispanic and other disadvantaged minorities for manufacturing employment in Detroit and Chicago inner cities. The program promotes training of high-level manufacturing technicians using multimedia modules. Winfred Robinson, an IT doctoral student, is involved in this project.

Next, Brandenburg's group is conducting the "Innovative Workplace Literacy" project. An extension of Project ALERT, this project is funded by a $1.43 million grant from HUD (Housing and Urban Development) to develop and deliver site-based, workplace literacy and pre-technical training programs to Empowerment Zone (EZ) businesses so that employees and residents have the fundamental skills for job advancement. The program will use innovative delivery methods, including multi-media instruction. Rather than being concerned only with individual skill improvement, the project is directed toward transfer of training to the workplace and its ultimate impact on organizational productivity and product/service quality. Yonghui Chen is doing multi-media design work on this project.

Finally, Brandenburg and the Workplace Education Office are conducting an evaluation of computer-based training for Ford Motor Company's Technical Education Program. This project has been funded by Henry Ford Community College through the Michigan Jobs Commission.

The IT program also is conducting a project called FAMS (Ford Academy for Manufacturing Sciences) Applications via Distance Education. This is also funded by the Detroit Empowerment Zone Corporation for $1.0 million and is scheduled to run from 1997 to a maximum of year 2005. While Richey secured the grant, the project is being directed by Iris Simpkins, an IT doctoral graduate and a Research Assistant Professor. This project is conducted in cooperation with the Ford Motor Company and the Detroit Public Schools. It is an effort to enhance the existing FAMS school to work transition program by incorporating a variety of distance education techniques, including Web-Based Learning and two-way video and audio transmission. Crystal Powell, an IT Master's graduate, is also working on this project.

Between 1995 and 1997 Edelson and Richey worked on the formative evaluation component of the Channel 56-Merrill Palmer Institute Project funded by the Annenberg/Corporation for Public

Broadcasting Foundation. This is a subcontract from the Detroit public television station to evaluate a large video-based instructional program (in both English and Spanish) designed to train childcare workers and their parents. A number of IT students were involved, including Nancy Ambinder, Catherine Baker, Edith Carlisle, Cynthia Cockrel, Eulalia Ferrer, Robelle Jones, and Kathleen Przeklas.

In addition to their important service functions, these various projects have provided opportunities for graduate assistantships for Instructional Technology students and recent graduates, funding for technological product development, and opportunities for student and faculty research. They are a critical aspect of the IT program of the 1990's.

THE 1990'S: SHOWCASING STUDENT WORK AND BUILDING ALUMNI RELATIONS. Building current programs have not been the sole focus of the IT program in the 90's. The faculty also has made efforts to continue those friendships and collegial relationships established with students. This now begins with recognizing the fine work produced by students during their academic careers. During this past decade we have instituted two events to address these goals – The Master's Project Poster Session and the Outstanding Student Awards.

Beginning Winter Term, 1997 all Master's degree students have made poster presentations of their projects on the last Saturday of the term. The sessions are well attended by other students in the program, faculty, and the graduates' friends and family. The quality of student projects is impressive. For example, there are multi-media and video presentations, program designs and materials for school or business environments, innovative instructional delivery projects, and

Figure 13. Masters students exhibit their final projects at the Poster Presentation session

organizational improvement projects.

Each year beginning in 1995, the faculty (with much deliberation and difficulty) selects recipients of awards for the outstanding students in the Master's program, the Educational Specialist program, and the Doctoral program. The past awardees have been:

- 1995 Outstanding Students: Master's Degree – Barbara Stebbins; Educational Specialist Certificate – Virna Hobbs; Doctoral Degree – Caesar Mickens

- 1996 Outstanding Students: Master's Degree – David Solomon; Educational Specialist Certificate – none awarded; Doctoral Degree – Ben Atchinson

- 1997 Outstanding Students: Master's Degree – William Tarnacki, II; Educational Specialist Certificate – Monica Tracey; Doctoral Degree – James Stein

Plaques are presented to each awardee and a master plaque is being prepared to hang in a prominent part of the IT program area in the college.

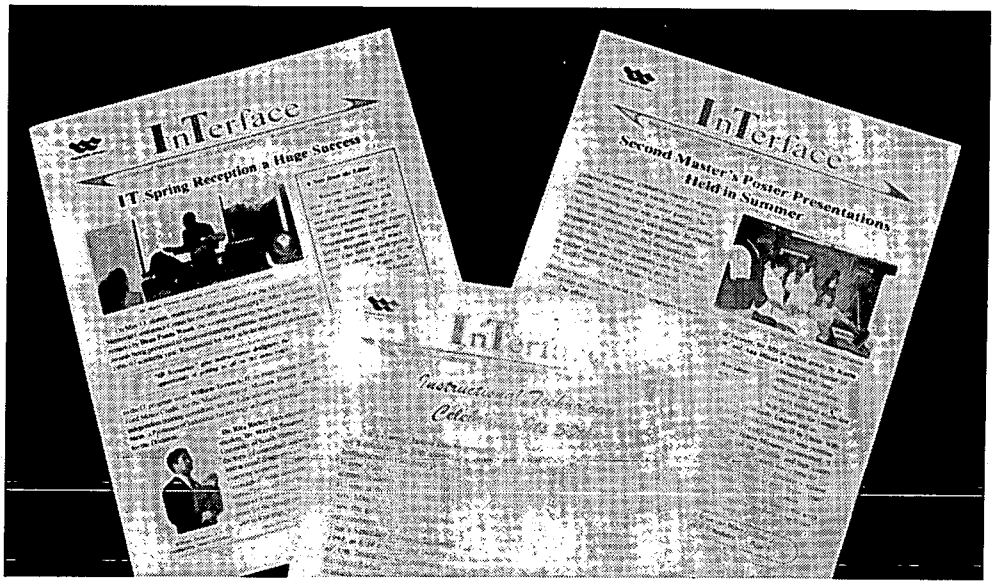


Figure 14. The IT newsletter keeps students and alumni informed of all activities

There are two ways we have been maintaining contact with IT alumni. The first is the IT newsletter, The InTerface. Edited by Al Edelson and a group of students and alumni, this newsletter has been

published three times a years since Spring, 1995. It is mailed to all alumni on our lists and distributed to current students. The newsletter chronicles student and faculty accomplishments, course schedules, and new events in the program.

The second formal way of maintaining alumni contact is through our annual Spring Reception. Initiated in 1993, these receptions feature an address by a prominent leader in the field. The first speaker was Kent Gustafson, Chair of the IT Department at the University of Georgia and past president of AECT. We have also welcomed Don Ely of Syracuse University, Walt Dick of Florida State University, and Marty Tessmer of the University of Southern Alabama. In 1994 the reception's focus was a retirement party for John Childs. These activities and events have been supported to a great extent by the many contributions of alumni to the Instructional Technology program.

Conclusions

Looking at a long history of an academic unit reminds us of all the work that has been done, of the accomplishments and the struggles. It is also speaks to the need to keep working, since university programs, even long standing and distinguished programs, can easily be lost to a field, given the political and economic pressures facing today's colleges and universities.

Looking at a long history also reminds us that academic programs are complex combinations of people, ideas, and professional needs. The ideas and needs will always endure, regardless of the program. The people, however, are part of a history by choice. The current faculty would like to salute and celebrate the many people who have been a part of the Wayne State Instructional Technology program – the students, the faculty, and the many alumni. These are the people who have created the stories told here, and the people who will create the stories of the future.

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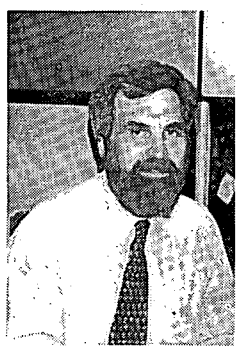

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Lynn Miller-Wietecha

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Academic Faculty & Staff
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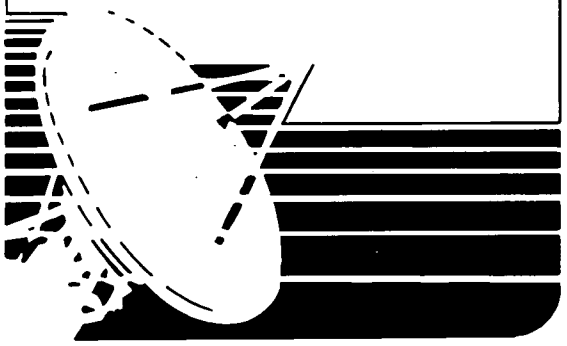

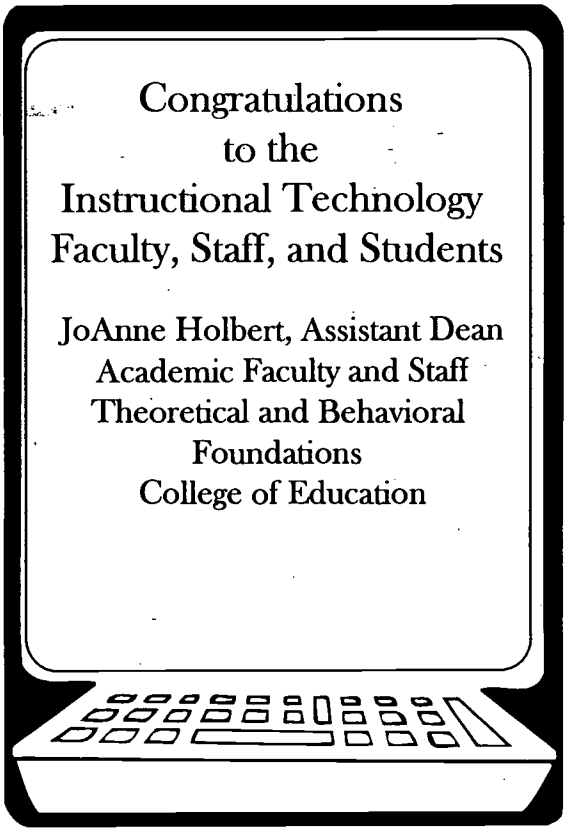

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[2]Based upon data gathered from Graduate Catalogs and Bulletins, 1963 – 1998. Some inaccuracies may exist due to publication time lags or changes during the life of a particular document. No listings available for the academic year of 1973 – 74.

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