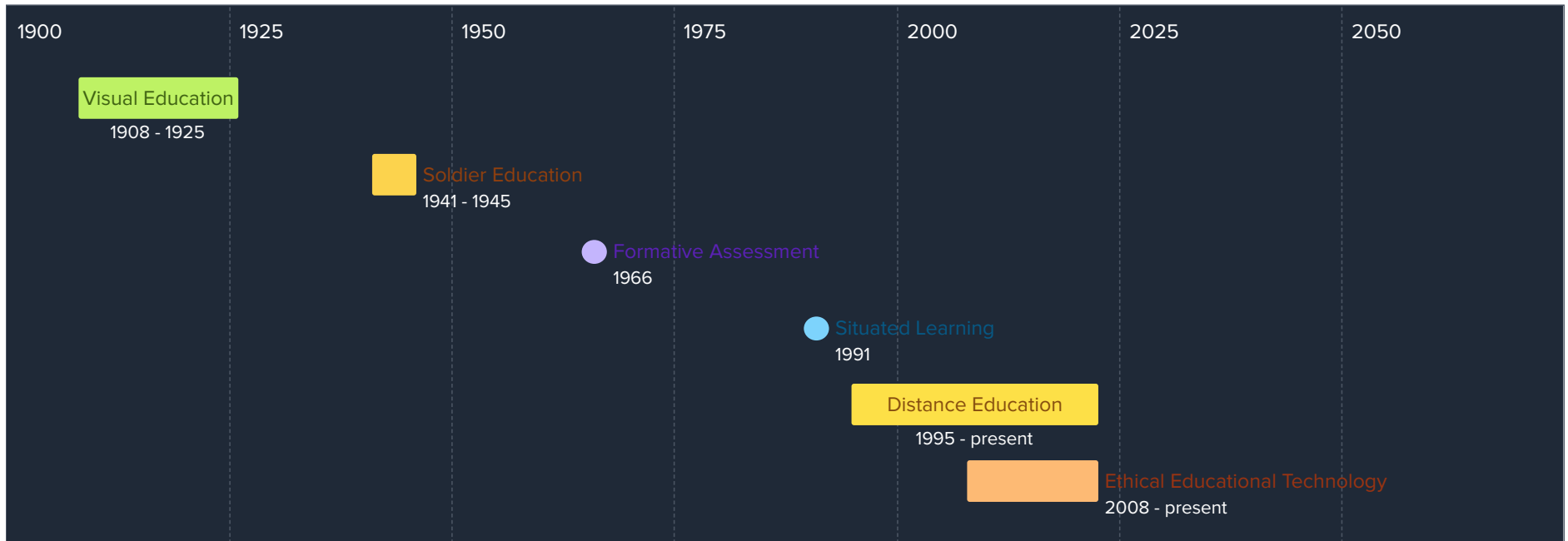


Shifting Emphases in LDT



Events

- Visual Education
1908 - 1925

"The Visual Education/Visual Instruction movement (beginning around 1908) was characterized by an increase in the use of available visual technology (including magic lanterns, stereopticons, motion picture projectors, and instructional films) for educational purposes. A number of new scholarly journals, new classes in teacher-training programs, and new departments within school districts all reflected the increased energy and emphasis on visual education."

Reiser, R.A. (2001) A history of instructional design and technology: part I: A history of instructional media. *Educational Technology Research & Development*, 49(1), 53-64.

● Soldier Education
1941 - 1945

"The United States government established the Division of Visual Aids for War Training which produced 457 training films. The films were used in trainings that included over 4 million showings. US military officers described a reduced training time without negative impact on effectiveness. After the war, German Chief of General Staff praised the training saying, "We had everything calculated perfectly except the speed with which America was able to train its people. Our major miscalculation was in underestimating their quick and complete mastery of film education."

Reiser, R.A. (2001) A history of instructional design and technology: part I: A history of instructional media. Educational Technology Research & Development, 49(1), 53-64.

● Formative Assessment
1966

"In March 1966, Michael Scriven coined the terms formative and summative evaluation. He encouraged the use of formative evaluation (or assessment) in place of the more commonly used summative evaluation, claiming that the current processes for evaluating education were "inadequate both philosophically and practically" (Scriven, 1966). By making early versions of instructional materials available to learners, improvements could be made while materials were in their formative stages improving the final product."

Reiser, R.A. (2001) A History of Instructional Design and Technology: Part II: A History of Instructional Design. Educational Technology, Research and Development, 49(2), 57-67.

● Situated Learning
1991

"Lave and Wenger published a seminal monograph, Situated Learning, summarizing several cases of learning as it took place in actual communities of practice. The learning involved much more than knowledge acquisition and instead was better modeled as changes from peripheral to central participation in a community."

Lee, V. (2018) "A Short History of the Learning Sciences" in Foundations of Learning and Instructional Design Technology, ed. R.E. West.

● Distance Education
1995 - present

Since 1995 there has been an explosion in distance education, also called distance learning or elearning. There has also been growing recognition that traditional face-to-face classes cannot simply be put online, nor can online classes simply be delivered face-to-face; classes should be designed to fit their modality. Bassi, Laurie J., and Mark E. Van Buren. "The 1999 ASTD state of the industry report." *Training & Development*, vol. 53, no. 1, Jan. 1999, pp. S3+. Gale Academic OneFile, link.gale.com/apps/doc/A54278141/AONE?u=anon~4e9ac164&sid=google Scholar&xid=93a51286. Accessed 26 Aug. 2022.

● Ethical Educational Technology
2008 - present

"It was not until 2008 that AECT's official definition of educational technology, for the first time, included the term ethical: 'The study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources' (Januszewski and Molenda 2008). This change seems to indicate recognition that the practice of educational technology is not inherently ethical and, rationally, we know this is true... Expanding diversities of thought and perspective in our field – and developing our abilities to meaningfully engage them – can increase our collective capacity to understand the relevance and ramifications of issues in current broader social contexts to our professional work..."

Bradshaw, A.C. (2018) Reconsidering the Instructional Design and Technology Timeline Through a Lens of Social Justice. *Tech Trends* 62: 336-344.