# Issues in Technology, Learning, and Instructional Design: Classic and Contemporary Dialogues

*From Routledge*

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In *Issues in Technology, Learning, and Instructional Design,* some of the best-known scholars in those fields produce powerful, original dialogues that clarify current issues, provide context and theoretical grounding, and illuminate a framework for future thought. Position statements are introduced and then responded to, covering a remarkably broad series of topics across educational technology, learning, and instructional design, from tool use to design education to how people learn. Reminiscent of the well-known Clark/Kozma debates of the 1990s, this book is a must-have for professionals in the field and can also be used as a textbook for graduate or advanced undergraduate courses.

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## Editorial Review

Review
Carr-Chellman and Rowland bring together over fifty contemporary scholars in our field to share their perspectives on critical, theoretical, and practitioner issues. The dialogue format is easy to read, rich with research-based references, and likely to be recognized as a new seminal work for the discipline. A must read!

?Kay A. Persichitte, Ph.D., Professor, University of Wyoming

This book focuses on current important issues in the instructional design and technology field. Carr-Chellman and Rowland have captured a variety of viewpoints from several leading scholars. Reading the book will stimulate thought and dialogue among IDT professionals.

?James D. Klein, Walter Dick Distinguished Professor of Instructional Systems, Florida State University

About the Author

**Alison A. Carr-Chellman** is Dean of the College of Education at the University of Idaho.

**Gordon Rowland** is Professor of Communications at Ithaca College.

## Users Review

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