REFERENCES

- Arnett, R. C. (1992). <u>Dialogic education: Conversation about ideas and between persons</u>. Carbondale and Edwardsville, IL: Southern Illinois University Press.
 - Bakhtin, M. (1984). Rabelais and his world. Bloomington, IN: Indiana University Press.
- Banathy, B. H. (1996). Systems inquiry and its application in education. In D. H. Jonassen (Ed.) <u>Handbook of research for educational communications and technology</u> (pp. 74-92). New York: Macmillan.
- Banathy, B. H. (1991). <u>Systems design of education: A journey to create the future</u>. Englewood Cliffs, NJ: Educational Technology Publications.
- Barell, J. (1995). <u>Teaching for thoughtfulness: Classroom strategies to enhance intellectual development</u> $(2^{nd}$ ed.). White Plains, NY: Longman.
- Barson, J. (1967). <u>Instructional systems development, a demonstration and evaluation project</u> (U.S. Office of Education, Title II-B Project No. OE 3-16-025). East Lansing: Michigan State University Press.
- Barson, J., & Jones, G. M. (1965). <u>A procedural and cost analysis study of media in instructional systems development, Parts a & b.</u> Report No. BR-5-0990-PT-A-B). East Lansing, MI: Michigan State University. (ED 011 959).
- Bednar, A. K., Cunningham, D., Duffy, T. M., & Perry, J. D. (1991). Theory into practice: How do we link? In G. J. Anglin (Ed.), <u>Instructional technology: Past, present, and future (pp. 51-82)</u>. Englewood, CO: Libraries Unlimited.
- Bertalanffy, L. (1950). The theory of open systems in physics and biology, <u>Science</u>, <u>111</u>, pp. 23-29.
- Bertalanffy, L. (1968). <u>General systems theory: Foundations, development, applications.</u>
 New York: G. Braziller.
- Bonner, J. (1988). Implications of cognitive theory for instructional design: Revisited. Educational Communication and Technology Journal, 36(1), 3-14.
- Borko, H., & Shavelson, R. J. (1990). Teacher decision making. In B. F. Jones & L. Idol. (Ed.), Dimensions of thinking and cognitive instruction (pp. 311-345). Hillsdale, NJ: Erlbaum.
- Branch, R. C. (1994). Common instructional design practices employed by secondary school teachers. Educational Technology, 34(3), 25-34.
- Bratton, B. (1984). Professional certification: Will it become a reality? <u>National Society</u> for Performance & Instruction Journal, 23(1), 4-7.
- Briggs, L. J. (1947). Intensive classes for superior students. <u>Journal of Educational</u> <u>Psychology</u>, 38, 207-215.
- Briggs, L. J. (1977). <u>Instructional design: Principles and applications</u>. Englewood Cliffs, NJ: Educational Technology Publications.
- Brown, J., Collins, A., & Duguid, P. (1989, January-February). Situated cognition and the culture of learning. <u>Educational Researcher</u>, 18(1), 32-42.

- Bruer, J. T. (1993). <u>Schools for thought: A science of learning in the classroom</u>. Cambridge, MA: The MIT Press.
 - Bruner, J. (1983). Child's talk: Learning to use language. New York: Norton.
- Bruner, J. (1986). <u>Actual minds, possible worlds</u>. Cambridge, MA: Harvard University Press.
 - Bruner, J. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.
- Burns, H. W. (1964, April). <u>An axiological dimension of systems analysis in education</u>. Paper presented at the Conference on New Dimensions for Research in Educational Media Implied by the Systems Approach to Education, Syracuse University, Syracuse, New York.
- Burton, J. K., Moore, D. M., & Magliaro, S. G. (1996). Behaviorism and instructional technology. In D. H. Jonassen (Ed.) <u>Handbook of research for educational communications and technology</u> (pp. 46-73). New York: Macmillan.
- Capra, F. (1996). <u>The web of life: A new scientific understanding of living systems</u>. New York: Doubleday.
- Carney, T. F. (1990). <u>Collaborative inquiry methodology</u>. Windsor, Ontario: University of Windsor, Division for Instructional Development.
- Carr, E., & Ogle, D. (1987). A strategy for comprehension and summarization. <u>Journal of Reading</u>, 30, 626-631.
 - Checkland, P. (1981). Systems thinking, systems practice. New York: John Wiley.
- Chinien, C., & Hlynka, D. (1993). Formative evaluation of prototypical products: From expert to connoisseur. <u>Educational Technology and Training International</u>, 30(1), 60-66.
- Churchman, C. W. (1967). Wicked problems, <u>Management Science</u>, <u>4</u>(14), B-141 and B-142.
- Churchman, C., West, R., Ackoff, R. L., & Arnoff, E. L. (1957). <u>Introduction to operations research</u>. New York: Wiley.
- Clark, C. M. (1983). Research on teacher planning: An inventory of the knowledge base. In D. C. Smith (Ed.), <u>Essential knowledge for beginning educators</u>. Washington, DC: American Association of Colleges for Teacher Education.
- Clark, C. M., & Peterson, P. L. (1986). Teachers thought process. In M. C. Wittrock (Ed.), <u>Handbook of Research on Teaching</u> (pp. 255-296). New York: Macmillan.
- Clark, C. M., & Yinger, R. J. (1987). Teacher planning. In James Calderhead (Ed.), <u>Exploring teachers' thinking</u>. London: Cassell.
- Clark, R. E. (1983). Reconsidering research on learning from media. <u>Review of Educational Research</u>, 53(4), 445-459.
- Cobb, P. (1996). Where is the mind? A coordination of sociocultural and cognitive constructivist perspectives. In C. T. Fosnot (Ed.). <u>Constructivism: Theory, perspectives, and practice</u> (pp. 34-52). New York: Teachers College Press.
- Cognition and Technology Group at Vanderbilt University. (1992). Technology and the design of generative learning environments. In T. M. Duffy & D. H. Jonassen (Eds.),

- <u>Constructivism and the technology of instruction: A conversation</u>. (pp. 45-55). Hillsdale, NJ: Erlbaum.
- Cognition and Technology Group at Vanderbilt University. (1994). From visual word problems to learning communities: Changing conceptions of cognitive research. In K. McGilly (Ed.), <u>Classroom lessons: Integrating cognitive theory and classroom practice</u> (pp. 157-200). Cambridge, MA: MIT Press.
- Collins, A. (1991). Cognitive apprenticeship and instructional technology. In L. Idol & B. F. Jones (eds.), <u>Educational values and cognitive instruction: Implications for reform</u>. Hillsdale, NJ: Erlbaum.
 - Dewey, J. (1916). <u>Democracy and education</u>. New York: Macmillan.
 - Dewey, J. (1991, 1933). How we think. Buffalo, NY: Prometheus Books.
- Dick, W., & Carey, L. (1996). The systematic design of instruction $(4^{th}$ ed.). New York: HarperCollins.
 - Dickson, P. (1971). Think tanks. New York: Atheneum.
- Dijkstra, S. (1997). Theoretical foundations of instructional design: Introduction and Overview. In R. Tennyson, F. Schott, N. Seel, and S. Dijkstra (Eds.). <u>Instructional Design:</u> <u>International perspectives: Volume 1: Theory, research, and models</u> (pp. 19-24). Mahweh, NJ: Erlbaum.
 - Doyle, W. (1983). Academic Work. Review of Educational Research, 53(2), pp. 159-199.
- Driscoll, M. P. (1991). Paradigms for research in instructional systems. In G. Anglin (Ed.), <u>Instructional technology: Past, present, and future</u> (pp. 310-317). Englewood, CO: Libraries Unlimited.
- Driscoll, M. P., Klein, J. D., & Sherman, G. P. (1994). Perspectives on instructional planning: How do teachers and instructional designers conceive of ISD planning practices? Educational Technology, 34(3), 34-42.
- Duffy, T. M., & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.) <u>Handbook of research for educational communications and technology</u> (pp. 170-198). New York: Macmillan.
- Earle, R. S., & Sheffield, C. J. (1995). Changes in ID fundamentals: Implications for teacher education. In B. Seels (Ed.) <u>Instructional design fundamentals: A reconsideration</u> (pp. 209-221). Englewood Cliffs, NJ: Educational Technology Publications.
- Echenique, M. (1963, March). <u>Models: A discussion</u>. Working Paper No. 6, Land Use and Built Form Studies, University of Cambridge.
- Edmonds, G. S., Branch, R. C., & Mukherjee, P. (1994). A conceptual framework for comparing instructional design models, <u>Educational Technology Research & Development</u>, <u>42</u>(4), 55-72.
- Eisner, E. W. (1994). <u>The educational imagination: On the design and evaluation of school programs</u> (3^{rd} Ed.). New York: Macmillan.

- Elbaz, F. (1983). <u>Teacher thinking: A study of practical knowledge</u>. London: Croom Helm.
- Faris, G. (1968). Would you believe ... an instructional developer? <u>Audiovisual</u> Instruction, 13(9), 971-973.
 - Forrester, J. (1969). <u>Urban dynamics</u>. Cambridge, MA: MIT Press.
- Fosnot, C. T. (Ed.). <u>Constructivism: Theory, perspectives, and practice</u>. New York: Teachers College Press.
- Freiberg, H. J., & Driscoll, A. (1996). <u>Universal teaching strategies</u> (2nd ed.). Boston: Allyn & Bacon.
 - Freire, P. (1998). <u>Pedagogy of the oppressed</u> (Revised ed.). New York: Continuum.
- Gagné, R. W. (1962). Introduction. In R. M. Gagné (Ed.). <u>Psychological principles in system development</u>. New York: Holt, Rinehart & Winston.
- Gagné, R. W. (1965). The analysis of instructional objectives for the design of instruction. In R. Glaser (Ed.). <u>Teaching machines and programmed learning</u>, <u>II</u>. Washington, DC: National Education Association of the US.
- Gagné, R. W. (1970). <u>The conditions of learning</u> (2nd ed). New York: Holt, Rinehart & Winston.
- Gagné, R. W. (1985). <u>The conditions of learning</u> (4th ed). New York: Holt, Rinehart & Winston.
- Gagné, R. W., & Briggs, L. J. (1974). <u>Principles of instructional design</u>. New York: Holt, Rinehart, and Winston.
- Gagné, R. W., Briggs, L. J., & Wager, W. W. (1992). <u>Principles of instructional design</u> (4th ed.). Fort Worth, TX: Harcourt, Brace Jovanovich.
- Gardner, H. (1995). Reflections on multiple intelligences: Myths and messages. <u>Phi Delta Kappan, 77(3)</u>, 200-209.
- Gerlach, V. S., & Ely, D. P. (1980). <u>Teaching and media: A systematic approach</u> (2nd ed.). Englewood cliffs, NJ: Prentice Hall.
- Glaser, R. (1976). Components of a psychology of instruction: Towards a science of design. Review of Educational Research, 46(1), 1-24.
- Good, T. L., & Brophy, J. E. (1987). <u>Looking in classrooms</u> (4th Ed.). New York: Harper & Row.
- Graf, D. (1991). A model for instructional design case materials. <u>Educational Technology</u> Research & Development, 39(2), 81-88.
- Gropper, G. L. (1983). A behavioral approach to instructional prescription. In C. M. Reigeluth, (Ed.). <u>Instructional-design theories and models</u>. Hillsdale, NJ: Erlbaum.
- Gronlund, N. E., & Linn, R. L. (1994). <u>Measurement and evaluation in teaching</u> (7th ed.). New York: Macmillan.

- Gunter, A. A., Estes, T. H., & Schwab, J. H. (1995). <u>Instruction: A models approach</u> (2nd ed.). Boston: Allyn & Bacon.
- Gustafson, K. L. (1991). <u>Survey of instructional development models</u> (2nd ed.). Syracuse, New York: Information Resource Publications.
- Haraway, D. J. (1976). <u>Crystals, fabrics and fields: Metaphors of organicism in twentieth-century developmental biology</u>. New Haven: Yale University Press.
- Hayman, J. L. (1974, May). The systems approach and education. <u>The Educational</u> Forum.
- Heinich, R. (1970). <u>Technology and the management of instruction</u> (Association for Educational Communication and Technology. Monograph No. 4). Washington, DC: Association for Educational Communication and Technology.
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1996). <u>Instructional media and the new technologies of instruction</u> (5th ed.). Englewood-Cliffs, NJ: Prentice Hall.
 - Heisenberg, W. (1971). Physics and beyond. New York: Harper & Row.
- Higgins, N., & Sullivan, H. (1982). Preparing special education teachers for objectives-based instruction. Teacher Education and Special Education, 5(4), 51-55.
- Hitchcock, G., & Hughes, D. (1989). <u>Research and the teacher: A qualitative introduction to school-based research</u> (2nd ed.). New York: Routledge.
- Hlynka, D., & Belland, J. C. (Eds.). (1991). <u>Paradigms regained: The uses of illuminative, semiotic and post-modern criticism as modes of inquiry in educational technology</u>. Englewood Cliffs, NJ: Educational Technology.
- Hoban, D. (1974). The instructional developer. <u>AV Communication Review</u>, 22(4), 453-466.
- Huberman, A. H., & Miles, M. B. (1998). Data management and analysis methods. In N. Denzin & Y. Lincoln (Eds.). <u>Collecting and interpreting qualitative materials</u> (pp. 179-210). Thousand Oaks, CA: Sage.
- Jackson, P. W. (1965). <u>The way teaching is</u>. Washington: National Education Association.
 - Jackson, P. W. (1968). Life in classrooms. Holt, Rinehart & Winston.
- Joas, H. (1985). <u>G. H. Mead: A contemporary re-examination of his thought</u>. Cambridge, MA: MIT Press.
- John-Steiner, V. (1997). <u>Notebooks of the mind: Explorations of thinking</u> (Revised ed.). New York: Oxford University Press.
- Jonassen, D. H. (1991). Objectivism versus constructivism; Do we need a new philosophical paradigm? <u>Educational Technology Research and Development</u>, 39(3), 5-14.
 - Joyce, B., & Weil, M. (1996). Models of teaching (5th ed.). Boston: Allyn & Bacon.

- Joyce, B., Weil, M., & Showers, B. (1992). <u>Models of teaching</u> (4th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Kemp, J. E., Morrison, G. R., & Ross, S. M. (1996). <u>Designing effective instruction</u>. Upper Saddle River, NJ: Merrill.
- Kennedy, M. M. (1976). Generalizing from single case studies. <u>Evaluation Quarterly</u>, 3, 661-678.
- Kennedy, M. F. (1994). Instructional design or personal heuristics in classroom instructional planning. Educational Technology, 34(3), 17-25.
- Knirk, F., & Hudspeth, D. (1988, May). <u>Using case materials to teach instructional</u> <u>design</u>. Presentation at Professors of Instructional Design and Technology (PIDT) Conference, Shawnee Bluffs, IN.
- Koen, B. V. (1984). Toward a definition of the engineering method. <u>Engineering</u> <u>Education</u>, 75(3), 150-155.
- Koffka, K. (1963). <u>Principles of Gestalt psychology</u>. New York: Harcourt, Brace & World.
- Kozma, R. B. (1991). Learning with media. <u>Review of Educational Research 61</u>, 179-211.
- Lamon, M. (1994). <u>Cognitive studies for restructuring middle school education</u>. St. Louis Science Center, St. Louis, MO.
- Lauriere, Jean-Louis. (1989). <u>Problem solving and artificial intelligence</u>. New York: Prentice Hall.
- Lave, J., & Wenger, E. (1991). <u>Situated learning: Legitimate peripheral participation</u>. New York: Cambridge University Press.
 - Lilienfeld, R. (1978). The rise of systems theory. New York: John Wiley.
- Lin, X., Bransford, J. D., Hmelo, C. E., Kantor, R. J., Hickey, D. T., Secules, T., Petrosino, A. J., Goldman, S. R., & The Cognition and Technology Group at Vanderbilt (1996). In B. Seels (Ed.) <u>Instructional design fundamentals: A reconsideration</u> (pp. 203-220). Englewood Cliffs, NJ: Educational Technology Publications.
 - Lincoln, Y. S., & Guba, E. G. (1985). <u>Naturalistic inquiry</u>. Newbury Park, CA: Sage.
- Loeb, J. (1912). <u>The mechanistic conception of life</u>. Chicago, IL: University of Chicago Press.
 - Mager, R. (1962). Preparing instructional objectives. Palo Alto, CA: Fearon.
- Magliaro, S. G., & Shambaugh, R. N. (1997). <u>Instructor's guide to mastering the</u> possibilities: A process approach. Boston, MA: Allyn & Bacon.
- Martin, B. L. (1990). Teachers' planning processes: Does ISD make a difference? Performance Improvement Quarterly, 3(4), 53-73.
- Martin, B. L., & Clemente, R. (1990). Instructional systems design and public schools. Educational Technology Research & Development, 38(2), 61-75.

- Matejka, J. K., & Cosse, T. J. (1981). <u>The business case method: An introduction</u>. Richmond, VA: Robert F. Dame.
- McCutcheon, G. (1980). How do elementary school teachers plan? The nature of planning and influences on it. <u>Elementary School Journal</u>, 81(1), 4-23.
- McDiarmid, G. W., Ball, D. L., &Anderson, C. W. (1989). Why staying one chapter ahead doesn't really work: Subject-specific pedagogy. In M. C. Reynolds (Ed.), <u>Knowledge base for the beginning teacher</u> (193-205). New York: Pergamon.
- McGilly, J. (1994). <u>Classroom lessons: Integrating cognitive theory</u>. Cambridge, MA: MIT Press.
- McLeod, M. A. (1981). <u>An identification of intended learning outcomes by early childhood teachers: An exploratory story</u>. Unpublished doctoral dissertation, the University of Alberta.
- McNair, M. P., & Hersum, A. (1954). <u>The case method at the Harvard Business School</u>. New York: McGraw-Hill.
- Miles, M. B., & Huberman, A. M. (1994). <u>Qualitative data analysis: An expanded sourcebook</u> (2nd ed.). Thousand Oaks, CA: Sage.
- Moallem, M. (1996). <u>Instructional design models and research on teaching thinking:</u> <u>Toward a new conceptual model for research and development</u>. In Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN). ERIC no. IR 017 960, ED 397 822.
- Molenda, M. (1997). Historical and philosophical foundations of instructional design: A North American View, in R. Tennyson, F. Schott, N. Seel, and S. Dijkstra (Eds.). <u>Instructional Design: International perspectives: Volume 1: Theory, research, and models</u> (pp. 41-53). Mahwah, NJ: Erlbaum.
- Moll, L. (1990). (Ed.). <u>Vygotsky and education: Instructional implications and applications of sociohistorical psychology</u>. New York: Cambridge University Press.
- Mood, A. (1964, April). <u>Some problems inherent in the development of a systems approach to instruction</u>. Paper presented at the Conference on New Dimensions for Research in Educational Media Implied by the Systems Approach to Education, Syracuse University, Syracuse, New York.
- Morine-Dershimer, G. (1978-1979). Planning an classroom reality: An in-depth look. <u>Educational Research Quarterly, 3(4)</u>, 83-99.
- Naff Cain, B. (1989). With worldmaking, planning models matter. <u>English Education</u>, <u>21</u>, 5-20.
- Neale, D. C., Pace, A. J., & Case, A. B. (1983). <u>The influence of training, experience, and organizational environment on teachersí use of the systematic planning model</u>. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal.
- Nelson, W. A., Magliaro, S. G., & Sherman, T. M. (1988). The intellectual content of instructional design. Journal of Instructional Development, 37(3), 81-94.

- Newell, A., & Simon, H. A. (1972). <u>Human problem solving</u>. Englewood Cliffs, NJ: Prentice-Hall.
- Norman, D. A. (1978). Notes toward a theory of complex learning. In A. M. Lesgold, J. W. Pellegrino, S. Fokkema, & R. Glaser (Eds.) <u>Cognitive psychology and instruction</u>. New York: Plenum.
- Norman, D. A. (1993). <u>Things that make us smart: Defending human attributes in the age of the machine</u>. Reading, MA: Addison-Wesley.
 - Nunan, T. (1983). Countering educational design. NY: Nichols Publishing Co.
 - Odum, E. (1953). Fundamentals of ecology. Philadelphia: Saunders.
- Olson, J. (1981). Teacher influence in the classroom: A context for understanding curriculum translation. Instructional Science, 10, 259-275.
- Patten, B. C. (1991). Network ecology. In M. Higashi, and T. P. Burns, <u>Theoretical</u> studies of ecosystems: The network perspective. New York: Cambridge University Press.
- Perkins, D. N. (1992). Technology meets constructivism: Do they make a marriage? In T. M. Duffy & D. H. Jonassen (Eds.), <u>Constructivism and the technology of instruction: A</u> conversation. (pp. 45-55). Hillsdale, NJ: Erlbaum.
- Peterson, P. L., Marx, R. W., & Clark, C. M. (1978). Teacher planning, teacher behavior, and student achievement. American Educational Research Journal, 15(3), 419-432.
 - Piaget, J. (1970). Structuralism. New York: Basic Books.
 - Piaget, J. (1971). Genetic epistemology. New York: W. W. Norton.
- Pollard, A., & Tann, S. (1993). <u>Reflective teaching in the primary school: A handbook</u> for the classroom (2nd ed.). London: Cassell.
- Quinn, J. (1994). Connecting education and practice in an instructional design graduate program. Educational Technology Research & Development, 42(3), 71-82.
- Reigeluth, C. M. (1983). <u>Instructional-design theories and models</u>. Hillsdale, NJ: Erlbaum.
- Reiser, R. A. (1994). Examining the planning practices of teachers: Reflections on three years of research. Educational Technology, 34(3), 11-16.
- Reiser, R. A., & Dick, W. (1996). <u>Instructional planning: A guide for teachers</u> (2nd ed.). Boston, MA: Allyn & Bacon.
- Resnick L. B. (1976). Task analysis in instructional design: Some cases from mathematics. In D. Klahr (Ed.). <u>Cognition and instruction</u>. Hillsdale, NJ: Erlbaum.
- Richey, R. C. (1986). <u>The theoretical and conceptual basis of instructional design</u>. London: Kogan Page.
- Richey, R. C., & Nelson, W. A. (1996). Developmental research. In David H. Jonassen (Ed.) <u>Handbook of research for educational communications and technology</u> (pp. 1213-1245). New York: Macmillan.
 - Rogoff, B. (1990). Apprenticeship in thinking. New York: Oxford University Press.

- Rogoff, B. (1994). Developing understanding of the idea of communities of learners. Mind, Culture and Activity, 1, pp. 209-229.
- Romiszowski, A. J. (1981). <u>Designing instructional systems: decision making in course planning and curriculum design</u>. Kogan Page: London.
- Romiszowski, A. J. (1988). <u>The selection and use of instructional media</u> (2nd ed.). London: Kogan Page.
- Romiszowski, A. J. (1990, Fall). Map #7-Designing and developing case materials: Procedure. <u>Instructional Developments</u>, 1(3), 30-32.
- Romiszowski, A. J., Mulder, M., & Peters, J. (1990, Fall). The case-study methodology and instructional development. Instructional Developments, 1(3), 7-11.
- Rorty, R. (1991). <u>Objectivity, relativism, and truth: philosophical papers, Vol. 1.</u> Cambridge, MA: Cambridge University Press.
 - Rowe, P. G. (1987). Design thinking. Cambridge, MA: MIT Press.
- Rowland, G. (1992). What do instructional designers actually do? An initial investigation of expert practice. Performance Improvement Quarterly, 5(2), 65-86.
- Rowland, G. (1993). Designing and instructional design. <u>Educational Technology</u> <u>Research & Development</u>, <u>41</u>(1), 79-91.
- Rowland, G. (1995). Instructional design and creativity: A response to the criticized. Educational Technology, 35(5), 17-22.
- Rowland, G., Fixl, A., & Yung, J. (1992, December). Educating the reflective designer. <u>Educational Technology</u>, 36-44.
- Rowland, G., Parra, M. L., & Basnet, K. (1994, July-August). Educating instructional designers: Different methods for different outcomes. <u>Educational Technology</u>, 5-11.
 - Sachs (1981). Practicing the art of instructional development. <u>NSPI Journal</u>, 20(7), 8-10.
- Salomon, G. (1979). <u>Interaction of media, cognition and learning</u>. San Francisco, CA: Jossey Bass.
- Sayenye, W. C., Davidson. G. V., & Smith, P. L. (1991). Teaching instructional design in a computer literacy course. <u>Educational Technology Research & Development</u>, 39(3), 49-58.
- Schauble, L., & Glaser, R. (1996). <u>Innovations in learning: New environments for education</u>. Mahwah, NJ: Erlbaum.
- Schön, D. A. (1983). <u>The reflective practitioner: How professionals think in action</u>. New York: Basic Books.
- Schön, D. A. (1987). <u>Educating the reflective practitioner: Toward a new design for teaching and learning in the professions</u>. San Francisco, CA: Jossey-Bass.
 - Seels, B., & Glasgow, Z. (1990). Exercises in instructional design. Columbus: Merrill.
- Seels, B., & Richey, R. C. (1994). <u>Instructional technology: The definition and domains of the field</u>. Washington, DC: Association for Educational Communications and Technology.

- Shambaugh, R. N. (1994, October). <u>Timeless Images: Creating personalized meanings</u> with visual constructions. Proceedings of the 26th Annual Conference of the International Visual Literacy Association, Tempe, AZ.
- Shambaugh, R. N. (1998, April). <u>Reframing doctoral programs: A program of human inquiry</u>. Roundtable presentation for Division J, The Annual Meeting of the American Educational Research Association, San Diego, CA.
- Shambaugh, R. N., & Magliaro, S. G. (1995, March). <u>Teaching instructional design as a reflective process:</u> A structured framework for mastering the possibilities. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Shambaugh, R. N., & Magliaro, S.G. (1995-April). <u>Teaching instructional design as a reflective process:</u> A structured framework for promoting infinite play. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Shambaugh, R. N., & Magliaro, S. G. (1996, February). <u>Case studies on the development of formal design expertise</u>. Paper presented at the annual meeting of the Eastern Educational Research Association Conference. Boston, MA.
- Shambaugh, R. N., & Magliaro, S.G. (1996, April). <u>Teaching instructional design in a constructivist learning environment: Lessons learned</u>. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Shambaugh, R. N., & Magliaro, S. G. (1997). <u>Mastering the possibilities: A process approach to instructional design</u>. Boston, MA: Allyn & Bacon.
- Shambaugh, R. N. (1998, October). <u>Visual design of a learner-centered instructional text</u>. Paper presented at the 29th Annual Conference of the International Visual Literacy Association, Athens, GA.
- Shambaugh, R. N. (1998, December). <u>Media & representations: Media agendas</u>. Alternative session presentation. 1998 National Reading Conference, Austin, TX.
- Sherman, T. (1978, September). Teaching educators to use the systems approach: An instructional analysis. <u>Educational Technology</u>, 40-47.
- Shrock, S. A. (1995). A brief history of instructional development. In G. J. Anglin (Ed.), <u>Instructional technology: Past, present, and future</u> (2nd ed., pp. 11-19). Englewood, CO: Libraries Unlimited.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. <u>Educational</u> <u>Researcher, 15(2), 4-14.</u>
 - Siegel, D. H. (1984). Defining empirically based practice. <u>Social Work</u>, <u>29</u>(4), 325-331.
- Simon, H. A. (1973). The structure of ill-structured problems. <u>Artificial Intelligence</u>, 4, 181-201.
 - Simon, H. A. (1981). The sciences of the artificial (2nd ed.). Cambridge, MA: MIT Press.
 - Smith, P. L., & Ragan, T. J. (1993). Instructional design. New York: Merrill.
- Smylie, M. A. (1988). The enhancement functions of staff development: Organizational and psychological antecedents to individual teacher change. <u>American Education Research Journal</u>, 25, 1-30.

- Snelbecker, G. E. (1987). Instructional design skills for classroom teachers. <u>Journal of</u> Instructional Development, 10(4), 33-40.
- Spiro, R. J., Feltovich, P., Jacobson, M. J., & Coulson, R. L. (1992). Cognitive flexibility, constructivism, and hypertext: Random access instruction for advanced knowledge acquisition in ill-structured domains. In T. M. Duffy & D. H. Jonassen (Eds.), <u>Constructivism and the technology of instruction: A conversation</u>. (pp. 45-55). Hillsdale, NJ: Erlbaum.
- Steinitz, C., & Rogers, P. (1970). <u>A systems analysis model of urbanization and change</u>. Cambridge, MA: MIT Press.
- Streibel, M. J. (1991). Instructional plans and situated learning: The challenge of Suchman's theory of situated action for instructional designers and instructional systems. In G. J. Anglin (Ed.), <u>Instructional technology: Past, present, and future</u> (pp. 117-132). Englewood, CO: Libraries Unlimited.
- Suchman, L. A. (1987). <u>Plans and situated actions: The problem of human-machine communication</u>. New York: Cambridge University Press.
- Taylor, P. H. (1970). <u>How teachers plan their courses</u>. Slough, Berkshire, England: National Foundation for Educational Research.
- Tennyson, R. D., & Park, O. (1987). Artificial intelligence and computer-assisted learning. In R. Gagné (Ed.), <u>Instructional technology: foundations</u> (pp. 319-342). Hillsdale, NJ: Erlbaum.
- Tennyson, R. D., & Breuer, K. (1997). Psychological foundations for instructional design theory. In R. Tennyson, F. Schott, N. Seel, & S. Dijkstra (Eds.). <u>Instructional Design:</u> <u>International perspectives: Volume 1: Theory, research, and models</u> (pp. 113-134). Mahwah, NJ: Erlbaum.
- Tessmer, M. (1990). Environmental analysis: A neglected stage of instructional design. Educational Technology Research & Development, 38(1), 55-64.
- Tharp, R. G., & Gallimore, R. (1988). <u>Rousing minds to life: Teaching, learning, and schooling in social context</u>. Cambridge: Cambridge University Press.
- Thomas, J. C., & Carroll, J. M. (1979). The psychological study of design. <u>Design Studies</u>, $\underline{1}(1)$, 5-11.
- Tosti, D. T., & Ball, J. R. (1969). A behavioral approach to instructional design and media selection. AV Communication Review, 17(1), 5-23.
- Tripp, S. D. (1991, February). <u>Two theories of design and instructional design</u>. Paper presented at the Annual Meeting of AECT, Orlando, FL.
- Tripp, S. T., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. <u>Educational Technology Research & Development</u>, 38(1), 31-44.
 - Ulrich, H. (1984). Management. Bern, Switzerland: Haupt.
- U.S. Air Force. (July 31, 1975). <u>Instructional system development</u>. Washington, DC: UF Manual 50-2.
 - Vernadsky, V. (1926). The biosphere. Oracle, AZ: Synergetic Press.

- von Glasersfeld, E. (1995). Sensory experience, abstraction, and teaching. In L. P. Steff (Ed.). Constructivism in education (pp. 3-15). Hillsdale, NJ: Erlbaum.
- Vygotsky, L. S. (1978). <u>Mind in society: The development of higher psychological processes</u>. Cambridge, MA: Harvard University Press.
- Wedman, J. F., & Tessmer, M. (1990). A layers-of-necessity instructional development model. <u>Educational Technology Research & Development</u>, 38(2), 77-85.
- Wenger, E. (1998). <u>Communities of practice: Learning, meaning, and identity</u>. New York: Cambridge University Press.
- Wertsch, J. V. (1979). From social interaction to higher psychological process: A clarification and application of Vygotsky's theory. Human Development, 22(1), 1-22.
- Wertsch, J. V. (1991). <u>Voices of the mind: A sociocultural approach to mediated action</u>. Cambridge, MA: Harvard University Press.
- Wiggins, G. (1989, May). A true test: Toward more authentic and equitable assessment. Phi Delta Kappan, 703-713.
- Winn, W. D. (1989). Toward a rationale and theoretical basis for educational technology. <u>Educational Technology Research and Development</u>, 37, 35-46.
- Winn, W. D. (1993). A constructivist critique of the assumptions of instructional design. In T. M. Duffy, J. Lowyck & D. Jonassen (Eds.). <u>Designing environments for constructive learning</u>. New York: Springer.
- Winn, W., & Snyder, D. (1996). Cognitive perspectives in psychology. In D. H. Jonassen (Ed.) <u>Handbook of research for educational communications and technology</u> (pp. 112-142). New York: Macmillan.
- Wolcott, H. F. (1992). Posturing in qualitative inquiry. In D. D. LeCompte, W. L. Millroy, & J. Preissle (Eds.), <u>The handbook of qualitative research in education</u> (pp. 3-52). New York: Academic Press.
- Yin, R. K. (1994). <u>Case study research: Design and methods</u> (2nd ed.). Thousand Oaks, CA: Sage.
- Yinger, R. J. (1980). A study of teacher planning. <u>Elementary School Journal</u>, <u>80</u>(3), 107-127.
- Zahorik, J. A. (1975). Teachers' planning models. <u>Educational Leadership</u>, <u>33(2)</u>, 134-139.
 - Zeldin, T. (1994). An intimate history of humanity. New York: HarperCollins.