

Definition of IT

The definition of instructional technology (IT) has been revolutionized from focusing on “media” during the 1920s to 50s to emphasizing on “process” during the 1960s and 70s. Later, influenced by the development of cognitive and constructivist learning theories and technological advancement, in 1994 the Association for Educational Communications and Technology (AECT) defined instructional technology as “The theory and practice of design, development, utilization, management and evaluation of processes and resources for learning” (Seels & Richey, 1994, p.1; Reiser & Dempsey, 2007).

As presented in figure 1, this definition clearly identified the five interrelated domains involved in the field of IT: Design, Development, Utilization, Management, and Evaluation. Each domain is derived from a body of knowledge based on research and practice. The theories, principles, concepts, and models involved in each domain guide the practice of IT professionals. Therefore, performance gaps can be successfully resolved and optimal learning goals can be achieved (Seels & Richey, 1994).

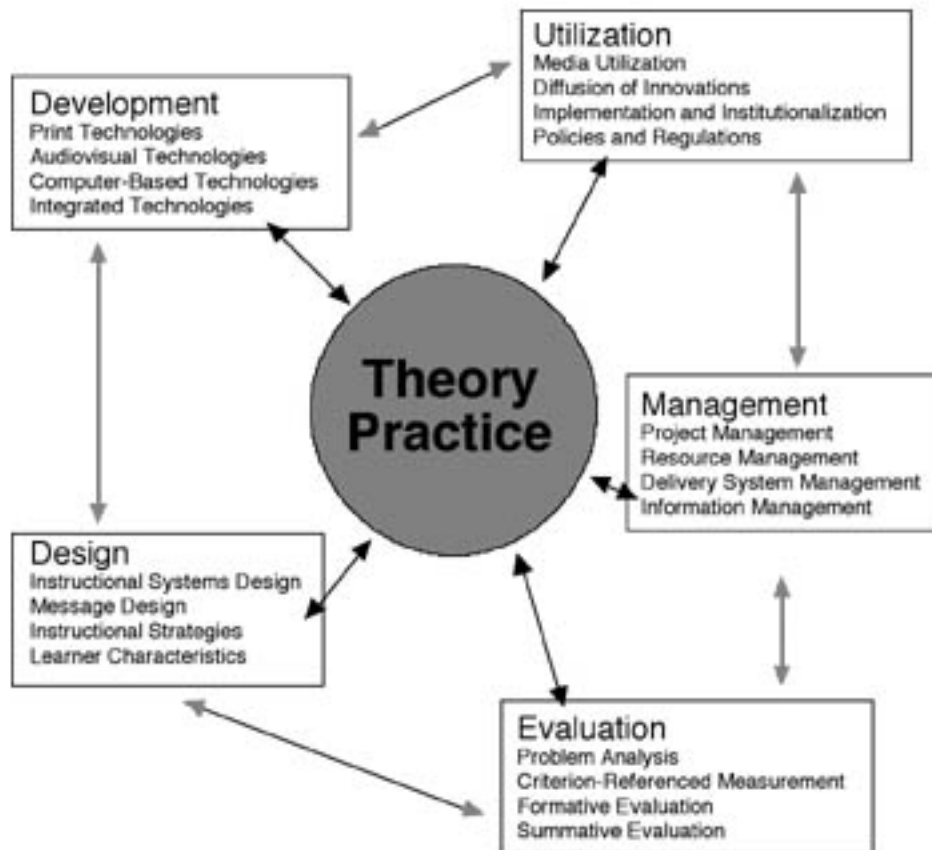


Figure 1 . Domains of the Field

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Adapted from www.aect.org/standards/knowledgebase.html