



Dear Readers,

This issue of the International Journal of Instruction is dedicated to the questions if ICT is really a new condition for instruction.

In anticipation to the current journal issue, I would like to bring forward a paradigmatic framework that may trigger your interest in the underlying articles.

The term instruction has been coined in the mid 20th century as “a focused and directive mode of teaching”. Its success was obvious in case of targeted skills like military actions. Its main approach was to divide a desired competence into smaller nuggets of skills and its subsequent sub skills. The elegance of demonstrating an ideal target behavior and check if the evoked student response was adequate. During the late sixties this behavioral approach has been extrapolated to the domain of knowledge and problem solving strategies: By acquiring prerequisite concepts the mastery of the more complex ones would be prepared.

The cognitive approach came in the eighties and finally led to the constructionistic learning paradigm: Learners need to build their own understanding based upon experience and self regulation. ICT has had only a catalytical role in this evolution. We are now at the stage of admitting that learning a diverse process that needs many ingredients from which instruction is one of them. It would be simplistic to see ICT as a cost factor only; learners increasingly need more and more ICT skills in order to arrive at social and intellectual maturity. In other words; ICT is not only the carrier for learning practices, it is also a necessary goal to achieve. That’s why the articles in this journal issue have such urgency and relevance.

We hope that it triggers your interest and elicits your own responses in terms of coming articles from your hand as well.

Sincerely,

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