

Preface

We began this project as an effort to honor the memory of John C. Belland. A practitioner and scholar of educational technology, he served his field and his students for decades. And while all good careers eventually come to an end, he is sorely missed for his contributions and support.

John was always questioning. His ongoing pursuit of knowledge and deep understanding of complex issues encouraged all of us to fully understand the tenets of instructional design, and then challenge the preconceived notions of the field. It was never good enough to merely understand the state of the field—to be successful practitioners, we needed to have those understandings, but also be thinking about where we were heading and why.

This text is in many ways a continuation of that mindset. Certainly, we look backward at *Paradigms Regained*, a volume that John Belland and Denis Hlynka authored in 1991. However, our effort here is not to merely take that work forward, but to reevaluate it, consider the state of the field today, and propose ways in which we might think of heading forward in our studies of the theory that drives our practices in educational technology and instructional design. We hope that this volume will serve as an originator of new ideas as well as a tool for prompting reconsideration of preexisting knowledge.

For our part, we would like to thank our coauthors—all of whom have put up with numerous emails, various levels of feedback, and multiple queries regarding deadlines and other minutiae. They have been a pleasure to work with, and we are very proud to have their contributions for this volume. In many ways, the quality of our contributors speaks for the quality of the text.

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We would also like to thank our families and friends who have supported us throughout this lengthy project, and have been very understanding when we have had to “put the time in” for this volume. Your understanding has always been very deeply appreciated.

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