BIBLIOGRAPHY

Anderson, J.R. (1983). *The Architecture of Cognition*. Cambridge MA: Harvard University Press.

Aronson, D.T. & Briggs, L.J. (1983). Contribution of Gagné and Briggs to a Prescriptive Model of Instruction. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models: An Overview of their Current Status*. New Jersey: Lawrence Erlbaum Associates.

Bednar, A.K., Cunningham, D., Duffy, T.M. and Perry, J.D. (1992). Theory into Practice: How Do We Link? In: Duffy, T.M. & Jonassen, D.H. (Eds.), *Constructivism and the Technology of Instruction: A conversation*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Binder, C. (1993). Behavioral Fluency: A New Paradigm. Educational Technology, 33(10):8-14.

Black, E. (1995). *Behaviorism As A Learning Theory*. [Online]. Available: http://129.7.160.115/inst5931/Behaviorism.html

Bloom, B.S. (1956). *Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain.* New York: David McKay.

Bloom, B.S. (1986). "The Hands and Feet of Genius" Automaticity. *Educational Leadership*, 43(5):70-77.

Bloom, B.S. (1998). *Bloom et al.'s Taxonomy of the Cognitive Domain*. [Online]. Available: http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.htm

Braden, A.B. (1996). The Case for Linear Instructional Design and Development: A Commentary on Models, Challenges, and Myths. *Educational Technology*, 36(2):5-23.

Branscomb, A.W. (1996). Cyberspaces: Familiar territory or lawless frontiers. *Journal of Computer Mediated-Communication* [On-line], 2 (1). Available: http://jcmc.huji.ac.il/vol2/issue1/introl.html

Briggs, L.J. & Wager, W.W. (1981). *Handbook of Procedures for the Design of Instruction*. New Jersey: Educational Technology Publications.

Bruner, J.S. (1967). Toward a Theory of Instruction. Cambridge Mass: Harvard University Press.

Bruner, J. (1994). Constructivist Theory. [Online]. Available: http://tip.psychology.org/bruner.html

Brush, T.A. (1997). The Effects on Student Achievement and Attitudes When Using Integrated Learning Systems with Cooperative Pairs. *Educational Technology Research & Development*, 45(1):51-64.

Caropreso, E.J. & Couch, R.A. (1996). Creativity and Innovation in Instructional Design and Development: The Individual in the Workplace. *Educational Technology*, 36(6):31-39.

Cennamo, K.S., Abell, S.K. & Chung, M. (1996). A "Layers of Negotiation" Model for Designing Constructivist Learning Materials. *Educational Technology*, 36(4):39-48.

Chien Sing, L. (1999). Problem-solving in a Constructivist Environment. *Educational Technology & Society*, 2(4). [Online]. Available:

http://ifets.massey.ac.nz/periodical/vol 4 99/lee chien sing.htm

Clark, R.E. (1994). Media Will Never Influence Learning. *Educational Technology Research & Development*, 42(2):21-29.

Cohen, L. & Manion, L. (1994). Research Methods in Education (4th Edition). London: Routledge.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education* (5th Edition). London: Routledge.

Cook, D.A. (1993). Behaviorism Evolves. Educational Technology, 33(10):62-77.

Cronjé, J.C. (1997). Interactive Internet: using the Internet to facilitate co-operative distance learning. *South African Journal of Higher Education*, 11(2):149-156.

Cronjé, J.C. (2000). Paradigms Lost – Towards Integrating Objectivism and Constructivism. [Online]. Available: http://it.coe.uga.edu/itforum/paper48/paper48.htm

Cronjé, J.C. (2001a). Personal communication – February 2001, Pretoria.

Cronjé, J.C. (2001b). Metaphors and models in Internet-based learning. *Computers & Education*. In print.

Cronjé, J.C. and Clark, P.A. (1999). Teaching "teaching on the Internet" on the Internet. *South African Journal of Higher Education*, 13(1):213-226.

Cunningham, D.J. (1991a). Assessing Constructions and Constructing Assessments. *Educational Technology*, 31(5):13-17.

Cunningham, D.J. (1991b). In Defense of Extremism. *Educational Technology*, 31(9):26-27.

Cunningham, D.J. (1992). Assessing Constructions and Constructing Assessments: A Dialogue. In: Duffy, T.M. & Jonassen, D.H. (Eds.), *Constructivism and the Technology of Instruction: A conversation*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper and Row.

De Bono, E. (1970). Lateral Thinking: A Textbook of Creativity. Harmondsworth: Penguin Books.

De Villiers, M.R. (1995). *Integrating a Software Engineering Approach and Instructional Factors in Instructional Software Development – Illustrated by a Prototype in Theoretical Computer Science*. Unpublished MSc dissertation. Pretoria: University of South Africa.

De Villiers, M.R. (1996). A Component-Based Interactive Practice Environment. In: Sanchez, A.D.I. & De Castro, I.F. (Eds.), *Computer Aided Learning and Instruction in Science and Engineering*. Berlin: Springer-Verlag.

De Villiers, M.R. (1998). Instructional theories of experts: a practical implementation. *South African Journal of Higher Education*, 12(2):204-214.

De Villiers, M.R. (1999a). Applying the Hexa-C Metamodel of Instructional Theory and Design to Educational Web Applications. In: de Bra, P. and Leggett, J. (Eds.), *Proceedings of Web Net 99 – World Conference on the WWW and Internet*. Honolulu: Association for the Advancement of Computing in Education.

De Villiers, M.R. (1999b). Evaluation of an interactive learning environment using the Hexa-C Metamodel. In: Cumming, G., Okamoto, T. & Gomez, L. (Eds.), *Advanced Research in Computers and Communications in Education*. Ohmsha: IOS Press.

De Villiers, M.R. (2000). Evaluation of an interactive learning environment: theory and practice. *South African Journal of Higher Education*, 14(3):120-131.

Dick, B., Passfield, R. & Wildman, P. (1995). A beginner's guide to action research. [Online]. Available: http://www.scu.edu.au/schools/sawd/arr/guide.html

Dick, W. & Carey, L. (1978, 1985, 1990). *The Systematic Design of Instruction* (1st, 2nd, & 3rd Editions). HarperCollins Publishers.

Dick, W. & Carey, L. (1996). *The Systematic Design of Instruction* (4th Edition). New York: Longman.

Dick, W. (1991). An Instructional Designer's View of Constructivism. *Educational Technology*, 31(5):41-44.

Dick, W. (1995). Instructional Design and Creativity: A Response to the Critics. *Educational Technology*, 35(4):5-11.

Dick, W. (1996). The Dick and Carey Model: Will it Survive the Decade? *Educational Technology Research & Development*, 44(3):55-63.

Dodge, B. (1996). Distance Learning on the World Wide Web. [Online]. Available: http://edweb.sdsu.edu/EdWeb_Folder/People/Bdodge/CTPTG/ctptg.html

Duchastel, P. (1998). *Prolegomena to a Theory of Instructional Design*. ITForum Paper #27. [Online]. Available: http://it.coe.uga.edu/itforum/paper27/paper27.html

Duffy, T.M. & Jonassen, D.H. (1991a). Constructivism: New Implications for Instructional Technology? *Educational Technology*, 31(5):7-12.

Duffy, T.M. & Jonassen, D.H. (1991b). Continuing the Dialogue: An Introduction to This Special Issue. *Educational Technology*, 31(9):9-11.

Estes, F. & Clark, R.E. (1999). Authentic Educational Technology: The Lynchpin Between Theory and Practice. *Educational Technology*, 39(6):5-13.

Fleming, M.L. & Levie, W.H. (1978). *Instructional Message Design: Principles from the Behavioural Sciences*. Englewood Cliffs, N.J.: Educational Technology Publications.

Gagné, R.M. (1985). The Conditions of Learning. New York: Holt, Rinehart and Winston.

Gagné, R.M. & Glaser, R. (1987). Foundations in Learning Research. In: Gagné, R.M. (Ed.), *Instructional Technology: Foundations*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Gagné, R.M. & Merrill, M.D. (1990). Integrative Goals for Instructional Design. *Educational Technology Research & Development*, 38(1):23-30.

Gagné, R.M., Wager, W. & Rojas, A. (1991). Planning and Authoring Computer-Assisted Instruction Lessons. In: Briggs, L.J., Gustafson, K.L. & Tillman, M.H. (Eds.), *Instructional Design Principles and Applications*. Englewood Cliffs, N.J.: Educational Technology Publications.

Greeno, J.G., Collins, A.M. & Resnick, L.B. (1996). Cognition and Learning. In: Berliner, D.C. & Calfee, R.C. (Eds.), *Handbook of Educational Psychology*. New York: Simon & Schuster Macmillan.

Gropper, G.L. (1983). A Behavioral Approach to Instructional Prescription. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models: An Overview of their Current Status*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Gruender, C.D. (1996). Constructivism and Learning: A Philosophical Appraisal. *Educational Technology*, 36(3):21-29.

Hannafin, M.J. (1992). Emerging Technologies, ISD, and Learning Environments: Critical Perspectives. *Educational Technology Research & Development*, 40(1):49-63.

Hannafin, M. (1996). *Technology and the Design of Open-Ended Learning Environments*. ITForum Paper #14. [Online]. Available: http://it.coe.uga.edu/itforum/paper14/paper14.html

Hannafin, M.J. & Peck, K.L. (1988). *The design, development, and evaluation of instructional software*. New York: MacMillan Publishing Company.

Hannafin, M.J., Hall, C., Land, S. & Hill, J. (1994). Learning in Open-Ended Environments: Assumptions, Methods, and Implications. *Educational Technology*, 34(8):48-55.

Hannafin, M.J., Hannafin, K.M., Land, S.M. & Oliver, K. (1997). Grounded Practice and the Design of Constructivist Learning Environments. *Educational Technology Research & Development*, 45(3):101-117.

Hannafin, M., Land, S. & Oliver, K. (1999). Open Learning Environments: Foundations, Methods, and Models. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models Volume II: A New Paradigm of Instructional Theory*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Harmon, S.W. & Jones, M.G. (1999). The Five Levels of Web Use in Education: Factors to Consider in Planning Online courses. *Educational Technology*, 39(6): 28-32.

Hodgkinson, C.A. (1998). Assessment of prior learning of pre-service teachers' computer literacy: a model for accreditation and flexible learning. Unpublished PhD dissertation. Pretoria: University of Pretoria.

Hwang, A. (1996). Positivist and constructivist persuasions in instructional development. *Instructional Science*, 24(5):343-356.

Inhelder, B. & Piaget, J. (1958). *The Growth of Logical Thinking from Childhood to Adolescence*. New York: Basic Books Inc. Publishers.

Johnson, D.W. & Johnson, R.T. (1991). *Learning Together and Alone*. Englewood Cliffs, N.J.: Prentice Hall.

Jonassen, D.H. (1990). Thinking Technology: Chaos in Instructional Design. *Educational Technology*, 30(2):32-34.

Jonassen, D.H. (1991a). Evaluating Constructivistic Learning. *Educational Technology*, 31(9):28-33.

Jonassen, D.H. (1991b). Objectivism versus Constructivism: Do We Need a New Philosophical Paradigm? *Educational Technology Research & Development*, 39(3):5-14.

Jonassen, D.H. (1992). Evaluating Constructivistic Learning. In: Duffy, T.M. & Jonassen, D.H. (Eds.), *Constructivism and the Technology of Instruction: A conversation*. Hillsdale, N.J. Lawrence Erlbaum Associates.

Jonassen, D.H. (1994). Thinking Technology: Towards a Constructivist Design Model. *Educational Technology*, 34(4):34-37.

Jonassen, D. (1999). Designing Constructivist Learning Environments. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory Volume II*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Jonassen, D.H. & Rohrer-Murphy, L. (1999). Activity Theory as a Framework for Designing Constructivist Learning Environments. *Educational Technology Research & Development*, 47(1):61-79.

Jonassen, D.H., Campbell, J.P. & Davidson, M.E. (1994). Learning with Media: Restructuring the Debate. *Educational Technology Research & Development*, 42(2):31-39.

Jones, M.G. (1998). *Creating Engagement in Computer-based Learning Environments*. ITForum Paper #30. [Online]. Available: http://it.coe.uga.edu/itforum/paper30/paper30.html

Kearsley, G. (1998). Educational technology: a critique. *Educational Technology*, 38(2):47-51.

Keller, J.M. (1983). Motivational Design of Instruction. In: Reigeluth, C.M. (Ed.), *Instructional Design Theories and Models: An Overview of their Current Status*. Hillsdale, N.J. Lawrence Erlbaum Associates.

Keller, J.M. & Suzuki, K. (1988). Use of the ARCS Motivational model in Courseware Design. In: Jonassen, D.H. (Ed.), *Instructional Designs for Microcomputer Courseware*. New Jersey: Lawrence Erlbaum Associates.

Kotze, P. & de Villiers, M.R. (1997). Applying Software Engineering Methods to Instructional Systems Development. *South African Computer Journal*, 20: 49-56.

Kozma, R.B. (1994). *Will* Media Influence Learning? Reframing the Debate. *Educational Technology Research & Development*, 42(2):7-19.

Kozma, R. (2000). Reflections on the State of Educational Technology Research and Development. *Educational Technology Research & Development*, 48(1):5-15.

Land, S.M. & Greene, B.A. (2000). Project-Based Learning with the World Wide Web: A Qualitative Study of Resource Integration. *Educational Technology Research & Development*, 48(1):45-68.

Landa, L.N. (1998). Methodological Drawbacks of Current Educational Software and Suggestions for Radical Improvement Based on Algo-Heuristic Theory. *Educational Technology*, 38(5):54-56.

Lebow, D. (1993). Constructivist Values for Instructional Systems Design: Five Principles Toward a New Mindset. *Educational Technology Research & Development*, 41(3):4-16.

Malone, T.W. (1981). Toward a theory of intrinsically motivating instruction. *Cognitive Science*, 4:333-369.

Martin, B.L. & Wager, W. (1998). Introduction to Special Issue on Integrating the Cognitive and Affective Domains of Learning. *Educational Technology*, 38(6):5-6.

Mayer, R.E. (1999). Designing Instruction for Constructivist Learning. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models Volume II: A New Paradigm of Instructional Theory*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Mehl, C.M. & Sinclair, A.J.L. (1993). Defining a context for CAI: In Quest of Educational Reality. In: Lippert, R.C. (Ed.), *Computer-Based Education and Training in South Africa*. Pretoria: J.L. van Schaik Publishers.

Merrill, M.D. (1983). Component Display Theory. In: Reigeluth, C.M. (Ed.), *Instructional Design Theories and Models: An Overview of their Current Status*. Hillsdale, N.J. Lawrence Erlbaum Associates.

Merrill, M.D. (1987). The New Component Design Theory: Instructional Design for Courseware Authoring. *Instructional Science*, 16:19-34.

Merrill, M.D. (1991). Constructivism and Instructional Design. *Educational Technology*, 31(5):45-53.

Merrill, M.D. (1997). *Instructional Transaction Theory (ITT): Instructional Design Based on Knowledge Objects*. ITForum Paper #22. [Online]. Available: http://it.coe.uga.edu/itforum/paper22/paper22a.html

Merrill, M.D. (1999). Instructional Transaction Theory (ITT): Instructional Design Based on Knowledge Objects. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models Volume II: A New Paradigm of Instructional Theory*. Mahwah, N.J: Lawrence Erlbaum Associates.

Merrill, M.D. (2001). 5 Star Instructional Design Rating. Workshop presented at the University of Pretoria, Pretoria.

Merrill, M.D., Li, Z. & Jones, M.K. (1990a). Limitations of First Generation Instructional Design. *Educational Technology*, 30(1):7-11.

Merrill, M.D., Li, Z. & Jones, M.K. (1990b). Second Generation Instructional Design (ID₂). *Educational Technology*, 30(2):7-14.

Merrill, M.D., Li, Z. & Jones, M.K. (1990c). The Second Generation Instructional Design Research Program. *Educational Technology*, 30(3):26-31.

Merrill, M.D. & the ID₂ Research Group (1996a). Instructional Transaction Theory: Instructional Design Based on Knowledge Objects. *Educational Technology*, 36(3):30-37.

Merrill, M.D., Drake, L., Lacy, M.J., Pratt, J. & the ID₂ Research Group (1996b). Reclaiming Instructional Design. *Educational Technology*, 36(5):5-7.

Merrill, M.D. (1996). What New Paradigm of ISD? Letter in *Educational Technology*, 36(4):57-58.

Minsky, M.L. (1975). A Framework for Representing Knowledge. In: Winston, P.H. (Ed.), *The Psychology of Computer Vision*. New York: McGraw-Hill.

Molenda, M. (1991). A Philosophical Critique of the Claims of "Constructivism". *Educational Technology*, 31(9):44-48.

Nelson, L.M. (1999). Collaborative Problem Solving. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models Volume II: A New Paradigm of Instructional Theory*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Newell, A. & Simon, H.A. (1972). *Human Problem Solving*. Englewood Cliffs, N.J: Prentice-Hall Inc.

Norman, D.A. & Spohrer, J.C. (1996). *Learner-Centered Education*. ITForum Paper #12. [Online]. Available: http://it.coe.uga.edu/itforum/paper12/paper12.html

O'Shea, T. & Self, J. (1983). Learning and Teaching with Computers. Brighton: Harvester Press.

Osman, M.E. & Hannafin, M.J. (1992). Metacognition Research and Theory: Analysis and Implications for Instructional Design. *Educational Technology Research & Development*, 40(2):83-99.

Panitz, T. (1996). *A Definition of Collaborative vs Cooperative Learning*. [Online]. Available: http://www.lgu.ac.uk/deliberations/collab.learning/panitz2.html

Papert, S. (1980). Mindstorms: Children, Computers and Powerful Ideas. New York: Basic Books.

Perkins, D.N. (1991a). Technology Meets Constructivism: Do They Make a Marriage? *Educational Technology*, 31(5):18-22.

Perkins, D.N. (1991b). What Constructivism Demands of the Learner. *Educational Technology*, 31(9):19-21.

Poppen, L. & Poppen, R. (1988). The Use of Behavioral Principles in Educational Software. *Educational Technology*, 28(2):37-41.

Pretorius, D. (2000). *Mkambati 2000*. Unpublished interim Ecotourism student project on CD-ROM. Department of Tourism Management. Pretoria: University of Pretoria.

Price, E.A. (1998). Instructional Systems Design and the Affective Domain. *Educational Technology*, 38(6):17-28.

Queiros, D.R. (Ed). (2000a). *Ecotourism Planning Guidelines for Mkambati Nature Reserve*. Pretoria: Centre for AfrikaTourism, University of Pretoria.

Queiros, D.R. (2000b). *Implementing the Fundamentals of Ecotourism: The Case of Mkambati Nature Reserve, Wild Coast, South Africa*. Unpublished MSc dissertation. Pretoria: University of Pretoria.

RBO880 (2000). The website of the RBO880 classroom. [Online]. Available: http://hagar.up.ac.za/rbo/2000/index.htm

Reeves, T.C. (1995). *Questioning the Questions of Instructional Technology Research*. ITForum Paper #5. [Online]. Available: http://it.coe.uga.edu/itforum/paper5/paper5a.html

Reeves, T.C. (2000). Socially Responsible Educational Technology Research. *Educational Technology*, 40(6):19-28.

Reeves, T.C. & Reeves, P.M. (1997). Effective Dimensions of Interactive Learning on the World Wide Web. In: Khan, B.H. (Ed.), *Web-Based Instruction*. Englewood Cliffs, N.J New Jersey: Educational Technology Publications.

Reigeluth, C.M. (1983). Instructional design: what is it and why is it? In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models: An Overview of their Current Status*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Reigeluth, C.M. (1989). Educational Technology at the Crossroads: New Mindsets and New

Directions. Educational Technology Research & Development, 37(1):67-80.

Reigeluth, C.M. (1991). Reflections on the Implications of Constructivism for Educational Technology. *Educational Technology*, 31(9):34-37.

Reigeluth, C.M. (1996a). A New Paradigm of ISD? Educational Technology, 36(3):13-20.

Reigeluth, C.M. (1996b). Of Paradigms Lost and Gained. Letter in *Educational Technology*, 36(4):58-61.

Reigeluth, C.M. (1996c). *What is the New Paradigm of Instructional Theory*. ITForum Paper #17. [Online]. Available: http://itech1.coe.uga.edu/itforum/paper17/paper17.htm

Reigeluth, C.M. (1997). Instructional Theory, Practitioner Needs, and New Directions: Some Reflections. *Educational Technology*, 37(1):42-47.

Reigeluth, C.M. (1999). What is Instructional-Design Theory and How Is It Changing? In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models Volume II: A New Paradigm of Instructional Theory*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Reigeluth, C.M. & Moore, J. (1999). Cognitive Education and the Cognitive Domain. In: Reigeluth, C.M. (Ed.), *Instructional-Design Theories and Models Volume II: A New Paradigm of Instructional Theory*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Reigeluth, C.M. & Squire, K. (1998). Emerging Work on the New Paradigm of Instructional Theories. *Educational Technology*, 38(4):41-47.

Rowland, G. (1995). Instructional Design and Creativity: A response to the Criticized. *Educational Technology*, 35(5):17-22.

Russell, T.L. (1999). *The no significant difference phenomenon*. Raleigh N.C.: North Carolina State University.

Savery, J.R. & Duffy, T.M. (1995). Problem Based Learning: An Instructional Model and Its Constructivist Framework. *Educational Technology*, 35(5):31-38.

Schoenfeld, W.N. (1993). The Necessity of "Behaviorism". Educational Technology, 33(10):5-7.

Schön, D.A. (1987). Educating the Reflective Practitioner. San Francisco: Jossey-Bass Publishers.

Siegel, M.A. & Kirkley, S. (1997). Moving Toward the Digital Learning Environment: The Future of Web-Based Instruction. In: Khan, B.H. (Ed.), *Web-Based Instruction*. Englewood Cliffs, N.J.: Educational Technology Publications.

Simon, H.A. (1981). The Sciences of the Artificial (2nd Edition). Cambridge, MA: MIT Press.

Singhanayok, C. & Hooper, S. (1998). The Effects of Cooperative Learning and Learner Control on Students' Achievement, Option Selections, and Attitudes. *Educational Technology Research* &

Development, 46(2):17-33.

Skinner, B.F. (1938). *The Behaviour of Organisms: An Experimental Analysis*. New York: Longman.

Smith, A.G. (1997). Testing the Surf: Criteria for Evaluating Internet Information Resources. *The Public-Access Computer Systems Review*, 8(3). [Online]. Available: http://info.lib.uh.edu/pr/v8/n3/smit8n3.html

South Africa (1998). *Green Paper on Further Education and Training*. [Online]. Available: http://www.polity.org.za/govdocs/green_papers/furtheredgp4.html - CHAPTER FOUR

South African Qualifications Authority (2001). *The National Qualifications Framework: an Overview*. [Online]. Available: http://www.saqa.org.za/html/nqf/overview01.htm

Spiro, R., Feltovitch, P. & Coulson, R. (1994). Cognitive Flexibility Theory. [Online]. Available: http://tip.psychology.org/spiro.html

Squires, D. (1999). Educational Software for Constructivist Learning Environments: Subversive Use and Volatile Design. *Educational Technology*, 39(3):48-53.

Steyn, D. (2001). *The value of students as part of the design team for educational software*. ITForum Paper #53. [Online]. Available:http://it.coe.uga.edu/itforum/paper53/paper53.htm

Tennyson, R.D. & Nielsen, M. (1998). Complexity Theory: Inclusion of the Affective Domain in an Interactive Learning Model for Instructional Design. *Educational Technology*, 38(6):7-12.

Venezky, R. & Osin, L. (1991). The Intelligent Design of Computer-Assisted Instruction. New York: Longman.

Vincini, P. (2001). The Use of Participatory Design Methods in a Learner-Centered Design Process. [Online]. Available: http://it.coe.uga.edu/itforum/paper54/paper54.html

Wager, W. (1998). Social Determinants of Affective Behavior and Learning. *Educational Technology*, 38(6):15-16.

West, C.K., Farmer, J.A. & Wolff, P.M. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, N.J.: Prentice Hall.

Wilkinson, G.L. (Ed.). (1997). *An ITF orum Discussion of Creativity and Instructional Design*. [Online]. Available: http://it.coe.uga.edu/itforum/extra8/disc-ex8.html

Willis, J. (1995). A Recursive, Reflective Instructional Design Model Based on Constructivist-Interpretivist Theory. *Educational Technology*, 35(6):5-23.

Willis, J. (1998). Alternative Instructional Design Paradigms: What's Worth Discussing and What Isn't. *Educational Technology*, 38(3):5-16.

Willis, J. (2000). The Maturing of Constructivist Instructional Design: Some Basic Principles That Can Guide Practice. *Educational Technology*, 40(1):5-16.

Willis, J. & Wright, K.E. (2000). A General Set of Procedures for Constructivist Instructional Design: The New R2D2 Model. *Educational Technology*, 40(2):5-20.

Wilson, B.G. (1999). *The Dangers of Theory-Based Design*. ITForum Paper #31. [Online]. Available: http://it.coe.uga.edu/itforum/paper31/paper31.html

Winn, W. (1990). Some implications of cognitive theory for instructional design. *Instructional Science*, 19(1):53-69.

Winn, W. (1992). The Assumptions of Constructivism and Instructional Design. In: Duffy, T.M. & Jonassen, D.H. (Eds.), *Constructivism and the Technology of Instruction: A conversation*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Winn, W. (1997). Advantages of a Theory-Based Curriculum in Instructional Technology. *Educational Technology*, 37(1):34-41.

You, Y. (1993). What Can We Learn from Chaos Theory? An Alternative Approach to Instructional Systems Design. *Educational Technology Research & Development*, 41(3):17-32.

Zuber-Skerritt, O. (1992). *Action Research in Higher Education: Examples and Reflections*. London: Kogan Page.