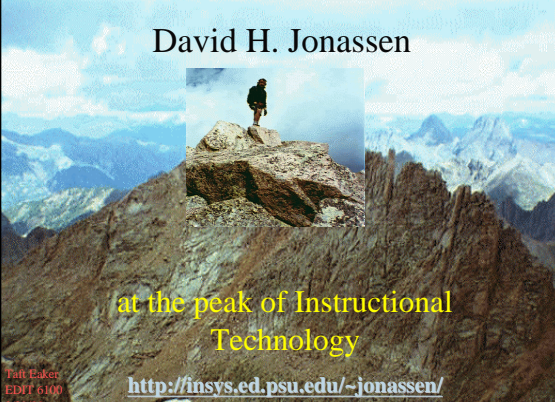


David H. Jonassen



at the peak of Instructional
Technology

<http://insys.ed.psu.edu/~jonassen/>


Tali Eaker
EDTE 6100
7-29-04

Education

- B.S., 1969, University of Delaware, Business Administration/Finance
- M.Ed., 1972, University of Delaware, Elementary Education
- Ed.D., 1976, Temple University, Educational Media/Educational Psychology

Professional Background


- Taught reading and language arts for grades 5-8 from 1970-1972
- First academic position at Temple as teaching associate in the Educational Media department (1974-1976)
- Assistant/Associate Professor of Educational Technology at University of North Carolina Greensboro (1976-1986)



Professional Background

- Professor and Chair of Instructional Technology, University of Colorado at Denver (1986-1993)
- Professor of Instructional systems, Penn State, 1993-2000
- Has just accepted a faculty position at the University of Missouri in the School of Information Science and Learning Technologies

Accomplishments and Contributions



- He is working on his twenty-fourth book and has published approximately 130 journal articles, 30 book chapters, 20 book reviews and several hundred conference papers
- Has been visiting faculty/researcher at institutes of higher learning in Australia, Austria, Germany, the Netherlands, England, Scotland, Singapore, and Malaysia
- Has won numerous awards

Professional Associations

- Association for Educational Communications and Technology
- American Educational Research Association
- American Society for Training and Development
- National Society for Performance and Instruction
- Association for the Development of Computer-based Instructional Systems

What do you see as the future of IT?

“How many ways could one answer this question. For now, I see it almost as a dialectic. Unbelievably large scale integration will continue to make technology more powerful with the effect of individualizing the learning and communication process. That trend will be countered (successfully, I hope) by the situated learning/social constructivist movement in learning theory to use that more powerful technology to support conversation among communities of practitioners and learners. The balance should be awesome.” (quote from 1995 IT Research Leaders Interview)

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