

EDITORIAL

We are about to be swept away on a journey we can scarcely imagine. Looking back in forty years time we will hardly remember that in 1983 this is the way we were. The changes to our entire social and economic organization promise to be so profound that most predictions about the shape of our future based on the present are almost fanciful. Advances in computer/communications technology and their application in virtually every aspect of life are beginning to transform our society.

Educators have become accustomed to reading about how computers will improve education. Article after article parrots the same phrases. Now is the time for educators to begin to deal with the truly powerful and disconcerting image of an education system transformed by the new communication technologies. It is ironic, I find, that educational technologists have not played a greater role to date in the experimentation with and introduction of the new media in education. Circumstances beyond the classroom will ensure that, unlike television, the role of computers and telecommunications will not be marginalized. The forces of the market place — to improve productivity and quality — will have a profound effect on the delivery, as well as the content, of education.

This special theme issue of CJEC is in commemoration of "World Communications Year" (see H.D. Markell, CJEC, Vol. 12, No. 2). The articles assembled for this issue were selected to achieve two objectives. These objectives are:

- 1) to provide CJEC readers with information identifying and describing the new communication technologies;
- 2) to explain some of the actual and potential applications and implications of the new communication technologies.

In the first article Pat McMullan demonstrates how the new media could support the new "self-help" and "wellness centre" approaches to health care. In the process, she provides an introduction to the new technologies. Laura Kann's article about Artificial Intelligence is an excellent survey of a dramatic application of computers. Kann provides a range of definitions of AI, cites several application case studies, and summarizes the anticipated benefits and limitations. We are used to hearing about the impact of computerization on blue collar and clerical labour, but the impact of "intelligent software" on white collar positions has hardly been considered. Kann's article will draw readers' attention to this issue. Both the Kann and McMullan articles were

originally submitted as graduate papers for a course on new communication technologies taught by the guest editor.

David Williams has provided an intriguing and challenging critique of human nature and technology in his article "The Computer as Fool". Can computers reform education? In whose interest will computers be implemented in education? Will computers lead to mediocrity in education? Will the introduction of new technologies transform the content and form of current learning in schools, or will it strengthen present practises? Williams explores these and other issues.

Finally, Peter Sindell provides a glimpse of the Information Society and the challenges he envisages for education, particularly continuing education. Sindell's message is clear. Uncontrolled change can enslave as easily as it can liberate. Educators have a tremendous responsibility and opportunity to use computer and communication technologies to steer Canadian society into a buoyant 21st Century. This task can only be achieved, Sindell argues, if educators possess an understanding of the technologies, a vision of our future, and the optimism and will to undertake the immense and rewarding work that lies ahead.

— Paul Hurly

Notes for the Guidance of Authors

The Editor is always pleased to receive for consideration articles on aspects of educational technology, media use and research likely to be of interest to readers. Topics of interest include: computer assisted instruction, learning resources centres, communication, evaluation, instructional design, simulation, gaming, and other aspects of the use of technology in the learning process. Two primary forms of contributions are welcomed: refereed articles, and notes and non-refereed articles. It is important that contributions conform to the notes below.

Notes and Non-Refereed Articles

1. Contributions for this category are welcomed from all members. Writers are encouraged to use a familiar, casual style. Jargon should be avoided.
2. Contributors to this section surrender to the editor the responsibility of final copy edit. Articles will not be returned for author approval prior to publication.
3. Contributions to this section do not require additional notes or references. If

these are included they must adhere to the style guidelines for refereed articles.

4. Include your name, position, institution and mailing address.
5. Type contributions on 8 1/2 x 11 paper using a 60 stroke line, and double-spaced. Do not break words at the end of a line.
6. Non-refereed articles should be from one to five pages in length. Notes of upcoming events or other news should be one paragraph in length.

Refereed Papers

1. Manuscripts should be 5-20 double spaced, typed pages.
2. Include an abstract of about 100 to 150 words.
3. The author's name, position, institution, and mailing address should be on a separate page.
4. Authors should send three copies.
5. Contributions are accepted on condition that the material is original and the copyright vests in the Association for Media and Technology in Education in Canada. Contributors must obtain all necessary permissions and pay any fees for the use of materials already subject to copyright.

6. Type contributions on 8 1/2 x 11 paper, using a 60-stroke line. Do not break words at the end of a line.
7. **Main Headings** should be centered and typed in upper case. Secondary headings should be typed at the left-hand margin, using upper and lower case underlined.
8. All tables, diagrams, figures, or photographs should be submitted in camera ready format. Diagrams, tables, and figures should be provided on separate sheets of paper. The position of each item in the text should be indicated as follows:

Table 1 about here.

9. References in the text should employ the author/date format (eg: Kowal, 1982). All references should be listed at the end of the paper in alphabetical order. The American Psychological Association Style Manual (2nd edition) should be referred to by all authors to ensure consistent reference style.
10. Spelling should conform to the Merriam-Webster Third New International Dictionary.



L'ASSOCIATION des MEDIA et de la TECHNOLOGIE en EDUCATION au CANADA
ASSOCIATION for MEDIA and TECHNOLOGY in EDUCATION in CANADA



The Educational Media
Producers and Distributors
Association of Canada

L'Association des
Producteurs et distributeurs
du media d'éducation
du Canada

Suite 1201, 100 Adelaide St. W.
Toronto, Canada M5H 3S1

AMTEC Achievement Award: Call For Nominations

A. General

1. The AMTEC Achievement Award is in the form of an engraved plaque or plaques awarded annually by AMTEC.
2. The AMTEC Achievement Award is sponsored by the Educational Media Producers and Distributors Association of Canada (EMPDAC).
3. The Award is made to up to five recipients per year. If the recipient is a group, each member of the group receives a copy of the award. A group receiving an AMTEC Achievement Award is considered one recipient.
4. The Award is presented in recognition of outstanding ability in promoting the use or creative development of audio visual materials in the classroom in the kindergarten, elementary, secondary, post-secondary or training environments. The successful recipient(s) will have made a significant contribution to the learning process employing audio visual materials in the classroom.

B. Implementation

1. The Spring issue of the Journal will carry a request for nominations. The Awards Committee will receive nominations in time for its recommendation to be considered for approval at the February Board meeting of the AMTEC board. It will be the responsibility of the Awards Committee Chairman to submit the notice to the Journal editor. The notice must include an address to which nominations are to be sent.
2. Nominations may be made by any member of AMTEC or EMPDAC.
3. Nominations are made by the nominator submitting a letter to the AMTEC Achievement Award Chairman. The nominating letter and accompanying documents should indicate the following:
 - i) the name, address and telephone number of the nominator.
 - ii) the name, address and telephone number of the nominee.
 - iii) a brief biographical sketch of the nominee.
 - iv) a comprehensive project description including:
 - a) the purpose of the project
 - b) implementation and timeline details
 - c) a brief overview of the content of the project
 - d) the utilization strategy and/or creative development
 - e) evaluation of the success and/or results of the project.
 - v. names, addresses and telephone numbers of three individuals who are familiar with the project and are willing to act as references for the nominee.

C. Awards Committee

1. The Awards Committee will be appointed by the AMTEC Board and will consist of at least three persons, one of which will be a present member of AMTEC Board.

D. Presentation

1. Recipients of the AMTEC Achievement Award will be notified in writing following the February Board meeting and prior to the Annual Conference.
2. The presentation will be made at the AMTEC Annual Conference Awards function, by a representative of EMPDAC.
3. The first issue of the Journal following the Conference will carry the names of recipients of that year's AMTEC Achievement Awards.
4. As soon as convenient, AMTEC and/or EMPDAC may publish a paper or summary of a paper on the recipients' outstanding achievements.

If you would like to submit a nomination for an AMTEC Achievement Award, forward documentation detailed in B.3. (noted above) to:

W.R. Hanson
AMTEC Achievement Award Chairman
c/o Media Services Group
Calgary Board of Education
3610-9th Street S.E.
Calgary, Alberta T2G 3C5