Preface

The audience for the *Yearbook* consists of media and technology professionals in schools, higher education, and business contexts. Topics of interest to professionals practicing in these areas are broad, as the Table of Contents demonstrates. The theme unifying each of the following chapters is the use of technology to enable or enhance education. Forms of technology represented in this volume vary from traditional tools such as the book to the latest advancements in digital technology, while areas of education encompass widely ranging situations involving learning and teaching which are idea technologies.

As in prior volumes, the assumptions underlying the chapters presented here are as follows:

1. Technology represents tools that act as extensions of the educator.
2. Media serve as delivery systems for educational communications.
3. Technology is *not* restricted to machines and hardware, but includes techniques and procedures derived from scientific research about ways to promote change in human performance.
4. The fundamental tenet is that educational media and technology should be used to:

   (a) Achieve authentic learning objectives
   (b) Situate learning tasks
   (c) Negotiate the complexities of guided learning
   (d) Facilitate the construction of knowledge
   (e) Aid in the assessment/documenting of learning
   (f) Support skill acquisition
   (g) Manage diversity

The *Educational Media and Technology Yearbook* (EMTY) has become a standard reference in many libraries and professional collections. Examined in relation to its companion volumes of the past, it provides a valuable historical record of current ideas and developments in the field. Part One, "Trends and Issues," presents an array of chapters that develop some of the current themes listed above, in addition

to others. Part Two, "Library and Information Science," concentrates upon chapters of special relevance to K-12 education, library science education, school learning resources, and various types of library and media centers – school, public, and academic among others. In Part Three, "Leadership Profiles," authors provide biographical sketches of the careers of instructional technology leaders. Part Four, "Organizations and Associations in North America," and Part Five, "Graduate Programs in North America," are, respectively, directories of instructional technology-related organizations and institutions of higher learning offering degrees in related fields. Finally, Part Six, the "Mediagraphy," presents an annotated listing of selected current publications related to the field.

The Editors of the *Yearbook* invite media and technology professionals to submit manuscripts for consideration for publication. Contact Michael Orey (mikeorey@uga.edu) for submission guidelines.

For a number of years we have worked together as editors and the eighth with Dr. Michael Orey as the senior editor. Within each volume of the EMTY we try to list all the graduate programs, journals, and organizations that are related to both Learning, Design, and Technology (LDT) and Information and Library Science (ILS). We also include a section on trends in LDT, trends in ILS, and we have a section profiling some of the leaders in the field. Beginning with the 2007 volume, we have attempted to generate a list of leading programs in the combined areas of LDT and ILS. One year, we were able to compose an alphabetical list of 30 of the programs that people told us were among the best. However, each year we have worked on being more systematic. Instead of following the *US News and World Report* model and have one top program list, we decided to use some of the same numbers that they use and generate a collection of top-20 lists, rather than attempt to generate a statistical model to generate the rankings list. One thought was to rank programs according to the number of publications that were produced; however, deciding which journals to include was an issue. We decided to use 2007 through 2009 as the years to count (since at the time of writing, it is still 2010 and so we do not have a complete year). Furthermore, we decided to only count actual research reports that appeared in one of two journals, *Educational Technology Research and Development* and the *Journal of the Learning Sciences*. These two journals were primarily selected based on the general sense that they are the leading journals in the area of LDT. Noticeably absent is the area of information and library science. So, while these numbers are pretty absolute, choosing to only count these journals is somewhat arbitrary.

The other top-20 lists are based on self-report data collected as part of the program information in the EMTY. Every year, we collect general information about programs in LDT and ILS and publish this information in the Yearbook. This year we opted to collect some additional data. We asked the representatives of each of the institutions to enter the US dollar amount of grants and contracts, the number of PhD graduates, the number of Masters graduates, and the number of other graduates from their programs. We also asked them for the number of full-time and part-time faculty. We then generated a top-20 list for some of these categories. The limitation in this case is that it is self-report data and there is no real way of verifying that the

Table 1 Top 20 Graduate Programs in the area of Learning, Design, and Technology as measured by the number of publications in *Educational Technology Research and Development* and the *Journal of the Learning Sciences*

Rank	Institution	Pubs
1	University of Georgia	7.65
2	Indiana University	6.66
3	Arizona State University	5.32
4	Nanyang Technological University	4.33
5	University of Wisconsin	4.1
6	University of Colorado	2.83
7	Stanford University	2.5
7	University of New Mexico	2.5
9	University of Toronto	2.3
10	Sultan Qaboos University	2
10	SUNY-Buffalo	2
10	University of Hong Kong	2
10	Wayne State University	2
10	Florida State University	2
10	Open University of the Netherlands	2
16	Brigham Young University	1.83
16	UCLA	1.83
18	SRI International	1.81
19	University of Northern Colorado	1.75
20	University of Memphis	1.7

data is accurate. So, while the list of the 30 top programs from the first year lacked hard data, and the lists this year are based on numbers, those numbers may be just as unreliable. In the end, we have a collection of lists that we hope will be of use to our readers. Many of the universities that appeared in the list last year are here again, in addition to many others. More information about many of these universities can be found in part five of this edition.

There are six top-20 lists in this preface. The first of these top-20 lists is based on a count of publications. We used every issue from the 2007 through 2009 volume years of the *Educational Technology Research and Development* journal and the *Journal of the Learning Sciences*. We eliminated all book reviews and letters-to-the-editor and such. We only used the primary academic articles of these journals. Each publication counted 1 point. If the article had two authors, then each authors' institution received 0.5 points. If there were three authors, then 0.33 was spread across the institutions. Also, as an additional example, if there were three authors and two of them were from the same institution, then that institution received 0.66 points and the institution of the remaining author received 0.33. Finally, the unit receiving the points was the University. So, in the case of Indiana University where they have both a Learning Sciences and an Instructional Technology program, all of the points for IT and LS were aggregated into one variable called Indiana University. Table 1

shows our results. The University of Georgia came out as the top LDT program in the world. They were not in the top 5 last year; they were tied for sixth. Moving to the top program moved the University of Colorado to the sixth position. Since we are now counting publications across 3 years, we are getting a bit more variance. Last year, we had a 28-way tie for twentieth. This year we still have a large number of institutions in a tie (six tied for tenth), but we do have a list of just 20 schools. Even with large number of ties last year, we had the University of Toronto not make last year's list and come out as the ninth-ranked LDT program this year. Others that made the top 20 this year that were not in last year's top 20 included Florida State University, SRI International, and the University of Northern Colorado. While we did this list to rate universities, it is interesting that a research center comes in eighteenth place on the list even though they are not a university. We included them because of the way we counted the data.

We would love to hear your feedback on this approach for the future. Are there other journals that ought to be included? Is it unfair that there are more publications in ETRD than IJLS? What about recent graduates publishing with their new institution when the work was done at their previous institution? I am certain there are many other issues, and we welcome constructive feedback.

The two primary measures of research achievement are publications and grants. While choosing ETRD and IJLS was somewhat arbitrary, the numbers are verifiable. In Table 2, we present the top-20 programs according to the dollar amount of grants and contracts for that program over the academic year of 2009–10. While Table 1 was constrained to LDT, Table 2 has both LDT programs and ILS programs which resulted in the University of Calgary being number one in the grants and contracts list, but not appearing at all in the publication list. In fact, the only institutions that are both on the list for publications and grants are the University of Wisconsin (five for publications and ten for grants) and Wayne State University (ten for publications and fourteen for grants).

Tables 1 and 2 are measures of research productivity. The remaining four tables are more related to teaching than research. The first, Table 3, shows the top-20 programs in terms of the number of fulltime faculty. You will notice that the list is ordered by the number of full-time faculty (FT), but number five, The University of Hong Kong has 102 total faculty members. We decided that full-time faculty was more important than part time as a measure and so only generated one list for number of faculty. We just thought it would be interesting to see the total number of faculty as well. For example, it is interesting to see The University of Hong Kong and the University of Calgary with very large numbers (102 and 83, respectively), while the University of North Carolina has 31 full-time and only one part-time faculty members.

Table 2 Top-20 LDT and ILS programs by the amount of grant and contract monies

Rank	University	Department/Program	Monies
1	University of Calgary	Office of Graduate Programs, Faculty of Education	$20,000,000.00
2	University of North Carolina	School of Information and Library Science	$6,843,136.00
3	George Mason University	Instructional Technology Programs	$2,500,000.00
4	University of Massachusetts, Amherst	Learning, Media and Technology Masters Program/Math Science and Learning Technology Doctoral Program	$2,300,000.00
5	Virginia Tech	College of Liberal Arts and Human Sciences	$1,800,000.00
6	Georgia State University	Middle-Secondary Education and Instructional Technology	$1,600,000.00
7	University of Missouri-Columbia	School of Information Science & Learning Technologies	$1,585,885.00
8	New York University	Educational Communication and Technology Program, Steinhardt School of Culture, Education, and Human Development	$1,500,000.00
9	The Ohio State University	Cultural Foundations, Technology, & Qualitative Inquiry	$1,200,000.00
10	University of Wisconsin-Madison	Curriculum and Instruction, School of Education	$1,000,000.00
10	Lehigh University	Teaching, Learning, and Technology	$1,000,000.00
10	California State University Monterey Bay	Master of Science in Instructional Science and Technology (IST)	$1,000,000.00
13	Texas A&M University	Educational Technology Program, Department of Educational psychology	$876,000.00
14	Wayne State University	Instructional Technology	$750,000.00
15	Utah State University	Department of Instructional Technology & Learning Sciences, Emma Eccles Jones College of Education and Human Services	$642,000.00
16	University of Virginia	Department of Curriculum, Instruction and Special Education, Curry School of Education	$500,000.00
16	University of Geneva	Master of Science in Learning and Teaching Technologies	$500,000.00
16	Rutgers-The State University of New Jersey	School of Communication and Information	$500,000.00
16	Ohio University	Instructional Technology	$500,000.00
20	Valley City State University	School of Education and Graduate Studies	$450,000.00

Table 3 Top-20 LDT and ILS programs by the number of fulltime faculty (also shown is the total faculty which includes both full and part-time faculty)

Rank	University	Department/Program	FT	Total
1	University of North Carolina	School of Information and Library Science	31	32
2	Rutgers-The State University of New Jersey	School of Communication and Information	22	37
3	Valdosta State University	Curriculum, Leadership, & Technology	20	30
4	University of Bridgeport	Instructional Technology	14	35
5	Anadolu University	Computer Education and Instructional Technology	12	21
5	Valley City State University	School of Education and Graduate Studies	12	17
5	The University of Hong Kong	Faculty of Education	12	102
5	Fordham University	MA Program in Public Communications in the Department of Communication and Media Studies	12	16
9	University of Georgia	Department of Educational Psychology and Instructional Technology, College of Education	11	11
9	University of Louisville	College of Education and Human Development	11	25
9	The University of Oklahoma	Instructional Psychology and Technology, Department of Educational Psychology	11	11
12	Taganrog State Pedagogical Institute	Media Education (Social Pedagogic Faculty)	10	30
12	University of West Georgia	Department of Media and Instructional Technology	10	14
12	California State University Monterey Bay (CSUMB)	Master of Science in Instructional Science and Technology (IST)	10	22
12	Indiana University	School of Education	10	14
12	Utah State University	Department of Instructional Technology & Learning Sciences, Emma Eccles Jones College of Education and Human Services	10	11
12	University of Missouri-Columbia	School of Information Science & Learning Technologies	10	18
18	Hacettepe University	Computer Education and Instructional Technology	9	19
19	Western Illinois University	Instructional Technology and Telecommunications	8	11
19	University of Calgary	Office of Graduate Programs, Faculty of Education	8	83
19	Ball State University	Masters of Arts in Curriculum and Educational Technology	8	12

The next top-20 list is the number of PhD graduates. This list might be a good measure of research productivity as well as teaching productivity. The number of graduates is self-reported. The number of publications is verifiable, so it is interesting to compare who is on both lists. None of the top four are on the top-20 publications list, but there are six institutions on both lists. Wayne State, Florida State, Indiana, Northern Colorado, Georgia, and Memphis are on both of these lists. The top school in terms of PhD graduates is also on the list for the top grant-awarded institutions, George Mason (Table 4).

Our next top-20 list is based on the number of master's graduates. In our mind, we might consider this an indication of whether the program is more practitioner-oriented than say the number of PhD graduates. Interestingly, George Mason comes in fifth here whereas they were number one in PhD graduates. So, this differentiation may be meaningless. It is interesting to note that schools like University of Bridgeport, University of Calgary, Rutgers, NYIT, George Mason, and North Carolina are all producing more than 100 graduates per year. It appears that for profit institutions such as Walden University and the University of Phoenix are very active; however, neither of these two schools chose to complete the form. We are not implying that the large numbers are necessarily because these programs are online, but online degree programs certainly allow many more people to further their education (Table 5).

The final top-20 list is the combined degree graduate list. It is very similar to the master's list, but since the online form only had entries for PhD graduates, masters graduates, and other graduates, I thought it might be most useful to just show the total number of graduates from each of the programs who chose to update their information in our database. It is very interesting to see the University of Bridgeport come out on top here with 426°! This is nearly double the number of second place University of Calgary with 261 graduates (Table 6).

We acknowledge that any kind of rankings of programs is problematic. We hope you find our lists useful. If you have suggestions, please let us know and we will try to accommodate those changes in future publications of the *Yearbook*. If your program is not represented, please contact one of us and we can add you to the database so that you can be included in future issues.

Athens, GA, USA — Michael Orey
Statesboro, GA, USA — Stephanie A. Jones
Athens, GA, USA — Robert Maribe Branch

Table 4 Top 20 LDT and ILS programs by the number of PhD graduates

Rank	University	Department/Program	PhD Grads
1	George Mason University	Instructional Technology Programs	15
1	University of Bridgeport	Instructional Technology	15
3	University of Central Florida	College of Education - ERTL	12
4	University of Calgary	Office of Graduate Programs, Faculty of Education	11
4	Wayne State University	Instructional Technology	11
6	University of Missouri-Columbia	School of Information Science & Learning Technologies	10
6	Florida State University	Educational Psychology and Learning Systems	10
6	Illinois State University	Curriculum and Instruction	10
6	Ohio University	Instructional Technology	10
10	Indiana University	School of Education	7
10	Virginia Tech	College of Liberal Arts and Human Sciences	7
12	The Ohio State University	Cultural Foundations, Technology, & Qualitative Inquiry	5
12	The University of Texas at Austin	Curriculum & Instruction	5
12	Kent State University	Instructional Technology	5
12	University of Louisville	College of Education and Human Development	5
16	Utah State University	Department of Instructional Technology & Learning Sciences, Emma Eccles Jones College of Education and Human Services	4
16	University of Northern Colorado	Educational Technology	4
16	Texas A&M University	Educational Technology Program, Dept. of Educational psychology	4
16	University of Toledo	Curriculum & Instruction	4
20	Rutgers-The State University of New Jersey	School of Communication and Information	3
20	University of Georgia	Department of Educational Psychology and Instructional Technology, College of Education	3
20	University of North Carolina	School of Information and Library Science	3
20	University of Memphis	Instructional Design and Technology	3
20	University of Virginia	Department of Curriculum, Instruction and Special Education, Curry School of Education	3
20	Georgia State University	Middle-Secondary Education and Instructional Technology	3

Table 5 Top 20 LDT and ILS programs by the number of master's graduates

Rank	University	Department/Program	Masters
1	University of Bridgeport	Instructional Technology	294
2	University of Calgary	Office of Graduate Programs, Faculty of Education	235
3	Rutgers-The State University of New Jersey	School of Communication and Information	144
4	New York Institute of Technology	Department of Instructional Technology and Educational Leadership	130
5	George Mason University	Instructional Technology Programs	130
6	University of North Carolina	School of Information and Library Science	111
7	University of Colorado Denver	School of Education and Human Development	84
8	The University of Rhode Island	Graduate School of Library and Information Studies	80
9	University of Central Florida	College of Education - ERTL	65
10	University of Missouri-Columbia	School of Information Science & Learning Technologies	59
11	San Francisco State University	College of Education, Department of Instructional Technology	50
11	Buffalo State College	Computer Information Systems Department	50
11	Illinois State University	Curriculum and Instruction	50
14	Wayne State University	Instructional Technology	48
14	Emporia State University	Instructional Design and Technology	48
16	University of Nebraska-Omaha	Department of Teacher Education	41
17	University of Georgia	Department of Educational Psychology and Instructional Technology, College of Education	40
17	Georgia Southern University	College of Education	40
17	Lehigh University	Teaching, Learning, and Technology	40
17	University of West Georgia	Department of Media and Instructional Technology	40
17	University of Central Arkansas	Leadership Studies	40
17	Bloomsburg University	Instructional Technology & Institute for Interactive Technologies	40
17	University of Nebraska at Kearney	Teacher Education	40
17	Michigan State University	College of Education	40

Table 6 Top 20 LDT and ILS programs by the overall total number of graduates

Rank	University	Department/Program	Total Degrees
1	University of Bridgeport	Instructional Technology	426
2	University of Calgary	Office of Graduate Programs, Faculty of Education	261
3	Illinois State University	Curriculum and Instruction	260
4	Valley City State University	School of Education and Graduate Studies	191
5	Rutgers-The State University of New Jersey	School of Communication and Information	147
6	George Mason University	Instructional Technology Programs	145
7	University of North Carolina	School of Information and Library Science	136
8	New York Institute of Technology	Department of Instructional Technology and Educational Leadership	130
9	University of Missouri-Columbia	School of Information Science & Learning Technologies	87
10	University of West Georgia	Department of Media and Instructional Technology	85
10	University of Colorado Denver	School of Education and Human Development	85
12	University of Central Florida	College of Education - ERTL	84
13	California State University Monterey Bay (CSUMB)	Master of Science in Instructional Science and Technology (IST)	80
13	The University of Rhode Island	Graduate School of Library and Information Studies	80
15	Wayne State University	Instructional Technology	67
16	University of Central Arkansas	Leadership Studies	60
17	University of Nebraska-Omaha	Department of Teacher Education	54
18	University of Georgia	Department of Educational Psychology and Instructional Technology, College of Education	53
19	San Francisco State University	College of Education, Department of Instructional Technology	50
19	Buffalo State College	Computer Information Systems Department	50



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