

THE LEARNING EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGIES: RESULTS FROM PILOT STUDIES

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ABSTRACT

This paper responds to calls for further research on learning effectiveness of instructional technologies by comparing 'learning' and 'attitudes' across three instructional environments (multimedia, textbook and in-class instruction), and proposing a quasi-experimental research design approach. The paper reports the results of pilot studies conducted with the aim of refining the research framework, assessing the experimental conditions, and obtaining preliminary results. This research framework and the pilot studies are described.