Constructivism and the Technology of Instruction

A Conversation

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are also instructional situations where there is a correct meaning that we seek to implicate. These are situations where we are stipulating for meaning (chapter 1) or, more specifically, giving a word a specific meaning. Often these are part of a system of logic, but they are not a system of logic in the way that we often use the term. There are other ways to stipulate the word and there are many meanings of the word. For example, a major theme of Duty and Jonassen's is that there are many different ways to stipulate the word "duty" and there are many different meanings of "duty." Other authors use the term "duty" in different ways, and Jonassen provides an example of how to stipulate the word "duty" in different ways.

DUTY AND JONASSEN

My major concern with the Duty and Jonassen chapter (1)—and the Duty and Jonassen chapter (3)—is that the authors explore in extreme view of

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The Communique chapter (3) also seems to me to take an extraneous, exuberant approach to instruction, and as a result, may feel like an imposition for the reader. However, I find that the ideas presented are both thought-provoking and well-articulated. The chapter seems to be aiming towards a more comprehensive understanding of instruction, and it is clear that the author has conducted a thorough analysis of the topic. The writing style is engaging and accessible, making it easy for readers to follow along and engage with the material. Overall, this chapter is a valuable addition to the field of education, and I would definitely recommend it to anyone interested in improving their teaching practices.