1. List and briefly summarize the domains of the field.

   a. The Domain of design deals with the micro (e.g. modules, lessons, etc.) and macro levels of planning (e.g. programs, curricula, etc.)
   b. The Domain of development is the process of translating the design specifications into physical form. It encompasses the variety of technologies used in the instruction.
   c. The Domain of utilization is the act of using processes and resources for training. It includes media utilization, diffusions of innovations, implementation and institutionalization, and policies and regulations.
   d. The Domain of management involves controlling the project, resources, delivery system, and information through planning, organizing, coordinating and supervising.
   e. The Domain of evaluation determines the adequacy of instruction and learning by using formative and summative, quantitative and qualitative measures.

2. Since the publication of “Instructional Technology: The Definitions and Domains of the Field” in 1994, what has happened that may require that the list of domains be altered?

   The list is quite thorough and seems to have stood the test of time (so far). The subcategories can be further enhanced to include newer forms of technology, newer studies in ID (e.g. rapid prototyping, etc.) and instructional technology as applied in areas other than that of education (i.e. non-profit organizations, religious organizations, corporations, etc.)

3. If “Instructional Technology: The Definitions and Domains of the Field” should be revised, who should do it? What process should be used?

   Revisions should be a collaborative effort between researchers, educators, technology specialists and administrators. The process should also be decided by these individuals so that it may meet all needs.