

the public at large, Larry's decision to publish a magazine was an enlightened one.

Larry appropriately received many awards over his lifetime, some related to Educational Technology and other stemming from his philosophical views of education and the State of Israel. For example, in 2010, his many contributions to the field were recognized by the Lifetime Achievement Award of the Association for Educational Communications and Technology (AECT). In early 1986, Larry was seated next to Admiral Hyman Rickover as both were inducted and became members of the Jewish Academy of Arts and Sciences.

Looking back at some of the first issues of this magazine shows how prescient Larry was in this field as well as education in general. For example, the January 15, 1966 edition includes an article by Robert Theobald titled "Cybernetics and Education." The article ended with this paragraph:

Man will no longer need to toil. If he is to find his new role in the cybernetics era, it must emerge from a new goal of self-fulfillment. He can no longer view himself as a super animal at the center of a physical universe, nor as a super-efficient taker of decisions self-fashioned in the model of the computer. He must now view himself as **a truly creative being**. [Emphasis added]

Very similar statements can be found today in the many books and articles published about the rapid development of machine learning and robotics that appear to be leading to a time when traditional employment in jobs or careers will be eliminated for huge swaths of the population. What it will mean to be creative in a future without work remains to be seen, but anyone who knew Larry recognized that he lived his life as "a truly creative being."

It is difficult to summarize the enormous impact that Larry Lipsitz, through his medium of Educational Technology Publications, has had in a brief article, but the tributes from many of the leading scholars in educational technology today compiled below provide some insight into Larry's importance as both a pioneer and giant in the field. We hope you will read each and every one so that you begin to appreciate what an amazing person he was. □

* We could not have written this introduction without the assistance of Larry's brother, Howard Lipsitz, who provided us with invaluable insight into Larry's ideas and motivations.

Tributes and Remembrances for Larry Lipsitz

(in alphabetical order):

Vision and Guts

Charles L. Blaschke, Contributing Editor
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Larry had both vision and guts regarding school districts' adoption of technology. The last 50 years has borne out his vision – in order for school districts to realize the potential benefits and/or cost savings that effective technology offered, districts had to manage change more efficiently. An example of his "guts" was when he took on the leadership role in promoting potential benefits of performance contracts as a means to demonstrate the potential cost-effectiveness of appropriate technology configurations by publishing a dedicated issue of *Educational Technology* in 1969. And, when the Nixon Administration tried to "bury" performance contracting in the late 1960s because of political pressures from the National Education Association, as reported in *The New York Times*, he sponsored the National Conference on Performance Contracting and Technology, which provided the opportunity for advocates as well as evaluators to discuss both the benefits as well as pitfalls after the so-called OEO-sponsored Performance Contract Project. This project attempted to bastardize the "turnkey" concept. Many in the technology industry expressed their gratitude to this constructive critic, associate, and friend.

Larry Lipsitz Helped Change My Life

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Among the more consequential events when I started Graduate School at the University of

Wisconsin was an early assignment that sent me to the School of Education library. There I found the new January-February 1986 issue of *Educational Technology* magazine. In it was an article by the famed Roger Johnson and David Johnson brothers from the University of Minnesota on "Computer-assisted cooperative learning." I was hooked. Another influential article from an earlier issue, "What computer-assisted instruction can offer toward the encouragement of creative thinking" by Joan Gallini, directly addressed one of the reasons I was in graduate school; i.e., to foster human thinking and teamwork with technology. Both articles later found their way into my master's thesis.

Articles in other issues of *Educational Technology* magazine by folks like Robert Tennyson, David Jonassen, Priscilla Norton, Dean Spitzer, and many others helped me to ramp up quickly and learn from the leaders in the field. In the fall of 1986, I wrote a letter to David Jonassen after reading his *Educational Technology* article on "Soft technologies: A paradigm shift for educational technology" and I received a personally written response from David a few weeks later in my mailbox at home. Email accounts would be assigned a year later.

Suffice to say, opening any issue of *Educational Technology* was like being a kid in a candy store. Little did I realize that I would later get to meet the editor of that magazine during a symposium at the AERA conference in April 2004 in San Diego. Even less expected was that Larry would actively solicit an article from me. How did he know my name? Why was he asking for an article from me? Larry sat in the front row of that research symposium in San Diego to learn as much as he could about the research of the presenters. If it was any good, he'd give them his business card and request an article. Clearly, Larry Lipsitz had a keen pulse on the field of educational technology.

In more recent years, Larry would call or email me from time to time to discuss trends in the field and up-and-coming people whom he might contact for an article or a book review. He would also confer with me about upcoming special issue themes and potential contributors. His interests in educational technology were not only wide, they were deep; with mental notes of previous authors, ideas, models, frameworks, concepts, theories, etc., spanning more than five decades. He was surely the leading historian and documentarian of our field. It is a privilege to work with passionate, optimistic, and transformative people like Larry Lipsitz who push not only the field of education ahead in positive ways, but also markedly impact the human condition in general. Larry helped change my life and the lives of so many more!

A Tribute to Larry Lipsitz

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I first met Larry Lipsitz in 2002 at a conference we hosted at Brigham Young University entitled, "On-line Instruction for the 21st Century: Connecting Instructional Design to International Standards for Content Reusability." Chatting with Larry during a break along with Dave Merrill and Vic Bunderson, he asked me if I would write an article for *Educational Technology* on SCORM, the conference focus. Although I had been an educational technologist for almost 25 years, I had come from a totally different background than Larry, Vic, or Dave and thus was a bit on the ignorant side as to who Larry was and even more in the dark about the stature of his publication. Indeed, I sadly admit now that I am quite sure I had never seen an issue of *Educational Technology*, a gap I worked on filling by more than one excursion into old issues in the BYU Library. Returning to Larry's request and reflecting my naïveté of the day, which had me ever-focused on the notion of "publish or perish," I responded, "Is your publication peer reviewed?" Dave and Vic both chuckled a bit, and one of them pointed at Larry and said, "He's your peer!" I seem to remember that this statement was followed up by something like, "If he likes your work, then you can consider it reviewed." I went on to write that piece that year and quickly became a fan, not only of the magazine but also of Larry. I later wrote other articles, at times at Larry's request, and I always enjoyed my interactions with him. Our telephone conversations and e-mail exchanges always revealed his deep insights into our field and taught me a great deal. A few years into our association I also discovered our mutual affinity for a certain strain of politics and views on society. Although details of those political affinities and views are out-of-scope for this piece, let's just say that Larry was wise in many important aspects of life that go far beyond educational technology. My reflection in writing this piece makes me so very sorry that I did not get to know him sooner. I will miss Larry very deeply, as will the entire educational technology field.

A Call to Action

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As others have said, Larry was my first connection to publishing, as a doctoral student. He took a chance

educational technology[®]

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educational technology®

Volume LVII
Number 2
March–April 2017



About This Issue

Tribute to Editor and Publisher Lawrence Lipsitz; plus special sections on game-based learning and makerspace; and a regular article and feature

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