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. □

Tributes and Remembrances for Larry Lipsitz

(in alphabetical order):

Vision and Guts

Charles L. Blaschke, Contributing Editor
clblaschke7@gmail.com
President, Education TURNKEY Systems, Inc.

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

Curt Bonk, Contributing Editor
cjbonk@indiana.edu
Professor, Indiana University

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

Michael Bush, Contributing Editor
MichaelDBush@outlook.com
Retired from Brigham Young University

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

Ali Carr-Chellman, Contributing Editor
alicarrchellman@uidaho.edu
Dean & Professor, College of Education
University of Idaho

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

on an article I worked on with a colleague that I met at a Professors of Instructional Design and Technology (PIDT) meeting from another institution. I was so proud to do inter-institutional work, and Larry was at that PIDT and encouraged us to work together on the article, which represented a simple survey on those who had recently gained tenure in our field. The article was published in what was a relatively short-lived experiment in having a refereed section in the magazine. I was honored to have been part of that experiment, but even more so to have a connection with one of the most progressive and far reaching outlets in our discipline. Because the journal generally didn't go through the usual academic processes, it showed itself to be an amazing array of the most recent and important ideas. Larry's life work was an astounding opportunity to show academics what a more progressive approach to publishing an academic magazine could do for the field, and its impact was far-reaching indeed.

I had the opportunity to work on several special issues that focused on systemic change, cyber-charters, learning sciences, technology neutrality, user-design, and now this last one with one of my most outstanding students, on gaming and culture. If Larry were alive today, I'd be emailing him, or asking for a meeting at AECT to discuss a special issue on public scholarship/intellectualism now. Such issues would likely not have been of interest to the more traditional ed tech journals, being as they were early for the field's mindset. Rather, they found a home at one of the most important and truly generative outlets and I was honored to have done such work.

The loss of this magazine is terribly sad for the field. But even more so, the loss of the giant that Larry was in the field. He consistently challenged us, in his own quiet, critical way, to make the field better, to have more impact, real impact on the discipline. His was truly a life well lived in a community that appreciated and enjoyed him. It brings to my mind a quote from Wendell Berry: "A community is the mental and spiritual condition of knowing that the place is shared, and that the people who share the place define and limit the possibilities of each other's lives. It is the knowledge that people have of each other, their concern for each other, their trust in each other, the freedom with which they come and go among themselves." It was this sort of community that Larry built among us. It is now up to us to find ways to make that community continue in the spirit with which Larry has entrusted it to us. This collection of tributes is more than mere *Festschrift*; it is a call to action to ensure that the experiment that Larry devoted his life to survives. We must build this community together connecting with each other, coming and going with each other, trusting each other to create the type of intellectual connection that Larry's

work gave us. I hope we will take such a charge with all sincerity and pursue it with audacious temerity.

_____

A Fiery One in a Million

Ward Cates, Contributing Editor, *wcates@rcn.com*
Professor Emeritus, Lehigh University

I met Larry Lipsitz at the Association for Educational Communication and Technology (AECT) convention in 1991. Larry was marketing books from Educational Technology Publications at a vendor table near the AECT store, and I found him to be both intense and intellectually committed to the field. He cared deeply about our field, particularly instructional design, and he was well informed and well read. I had been reading *Educational Technology* magazine for years and had found it one of my most practical and useful sources of information on how to do effective design. Larry was not shy; it took no prompting to get him to dismiss what many journals in our field were publishing: one-variable studies with statistical significance and no practical significance, presentations of research methodology and analyses with little or no extension to practice or implications for either design or implementation. While Larry was certainly willing to publish research findings in his magazine, he required that such articles address practice in the field. I was working on the Civil War Interactive Project at the time and he and I discussed the design and implementation challenges the team faced. Larry solicited a manuscript to discuss what the team had learned, and the result was my first article in *Educational Technology*: "Fifteen Principles for Designing More Effective Hypermedia/ Multimedia Instructional Products." Even now, a quarter century later, this is one of my most cited works, a tribute to *Educational Technology's* impact as a forum for designers.

This was the start of a long-term publishing relationship that produced six articles, one special issue on design and two book reviews. In 1998 Larry asked if I would be a contributing editor and I agreed, leading me to guest-edit the 2001 special issue on how designers work. Every once in a while, my office phone would ring and it would be Larry, interested in what I was working on and solicited a manuscript, usually gently berating me for not contributing more often. But Larry didn't just take your manuscript; he made sure you tailored it to needs of practitioners. So, once when I told him about a study one of my doctoral students and I had just finished that explored how museums and public history sites were using the Web, he said he might be interested, but only if we could keep the methodology and stats to a dull roar and make it more immediately applicable to designers. This led to "Web Consulting for Non-Academic

Educational Missions: How Instructional Design Offers Competitive Advantage," an article focused on how consultants might use the findings of our study to enhance both their bottom lines and their clients' outcomes. It was always refreshing to be "forced" to write for both the academic and business design communities. Larry kept our research community active and focused; he made us remember that publication is not about enhancing one's vita but rather about enhancing one's field. He was a fiery one in a million, and he will be dearly missed.

Mentor, Editor, Publisher and Friend

Richard Clark, Contributing Editor
r.clark@usc.edu
Professor, University of Southern California

In the past half century, Larry Lipsitz's press not only published over 300 books and thousands of articles in educational technology, he also personally encouraged many of us to pursue interesting questions, supported our efforts by editing what we wrote, and offered sage advice. In my case, he not only encouraged me to write articles on specific topics but he also helped me stay out of trouble by advising me to avoid publishing ideas that were premature or poorly considered. What I personally respected most about Larry's contributions to our field is that he never took sides in big arguments. Instead he always tried to help people with different points of view express their arguments in the most compelling ways.

His expertise and effort have made an impact on the continued development of a robust, exciting body of knowledge at least as significant as those of us whose work he published.

While Larry managed a for-profit press, he has always invested his time and resources in our field, often without a concern for profit. Most recently for example he placed all of the books his press has published in the past 50 years on Google books – both those that are out of print and those that are in print - for full text searching. Google books reports that many millions of pages have been viewed since they were listed.

Larry Lipsitz is a model for those of us who have a passion to help colleagues communicate the new ideas. He was a supporter, a mentor and a friend to so many of us, including myself, throughout our careers. He had been sick for a few years but the week before he died he was emailing me about articles he found exciting and concerns about colleagues who were ill.

Perhaps the best way to honor Larry for his extraordinary contributions to our field is for one of our junior colleagues to choose a career that mirrors his while developing creative ways to publish using the newer information technologies.

Larry Lipsitz clearly understood that the most important concern in our field is not with technology but instead the ideas that effectively support the technology as it is used to educate people. His career is a reminder that editing and publishing is a powerful way to mentor colleagues and continue the robust development of new ideas. Larry's passing leaves a very wide and deep gap in our field.

A High-Quality Link

Chris Dede, Contributing Editor
chris_dede@gse.harvard.edu
Timothy E. Wirth Professor in Learning Technologies, Harvard University

Larry's leadership in developing *Educational Technology* as a communications medium for the field was very important in its evolution. The journal was one of the few that provided a high-quality link between researchers, practitioners, and policy makers. He will be missed.

A Deeply Satisfying Interaction

Marcy P. Driscoll, Contributing Editor
mdriscoll@fsu.edu
Dean, College of Education
Florida State University

I can't remember when I first began reading *Educational Technology* magazine, but I suspect it was shortly after I arrived at Florida State University. My colleagues here were frequent contributors to the magazine, and Larry Lipsitz was a regular visitor to our program. It was during one of these visits that Larry encouraged me to submit a series of short papers on alternative methods of research in educational technology. This occurred during a time when there was considerable debate in the field about the kinds of research scholars were conducting and the inability of experimental methods to answer interesting and important questions in our field. I had published a paper in the Journal of Instructional Development on "Alternative Paradigms for Research in Instructional Systems," which Larry must have read. He suggested that I write a few short pieces for *Educational Technology* on some of the research paradigms that I discussed in my paper.

I wrote 6 short pieces that Larry published between 1989 and 1991. In 1991, he invited me to breakfast in Chicago during AERA and proposed the idea of putting a refereed research section in the magazine. He then asked me if I would be interested in serving as Editor of the new section. What an incredible opportunity to develop a vision for what a research section could be in

Educational Technology and to shape an Editorial Board from scratch. The Research Section ran for 5 years (1992-1997). Working closely with Larry during this time was both great fun and deeply satisfying. I will treasure always his insights, his energy, and his encouragement. RIP, Larry Lipsitz. You will be missed.

Big Shoes to Fill

Peggy A. Ertmer, Contributing Editor
pertmer@purdue.edu
Professor Emerita of Learning Design and Technology, Purdue University

Before ever having met Larry Lipsitz, I had already benefitted from his work in the field. I remember, as a graduate student, devouring the contents of each and every issue of the *Educational Technology* magazine – especially those issues devoted to the great debates raging at the time (e.g., Constructivism vs. Behaviorism; Instructional Systems vs. Learning Sciences). The fact that so many leaders in our field contributed to this magazine speaks volumes about its importance. I was introduced to Larry at one of my first AECT conferences in the mid-90s. I soon came to understand and appreciate Larry's contribution to – and influence on - the field that I was entering.

In 2002, I was honored to join the prestigious group of contributing editors to the magazine. From that point on, I enjoyed a very professional, and reciprocal, relationship with Larry. Sometimes he'd reach out to me, asking if I could do a book review, write a conference report, or submit an article related to a current issue/trend in the field. Other times, I'd approach him about a potential article that I, or one of my students, was thinking about submitting. Each time, I was impressed by Larry's deep knowledge of the field, his careful attention to detail, and his amazing ability to help authors enhance their articles in ways that made them more relevant to the field. I know of no one else who had such a strong pulse on the field for such a long period of time. It's impossible to describe Larry's impact on the field, in general, or on me, more specifically. He leaves very big shoes behind, as well as a big hole in the hearts of so many.

Larry Lipsitz and *Educational Technology*: Active, Significant, and Readily Accessible

J D Fletcher, Contributing Editor
dfletche@ida.org
Researcher, Institute for Defense Analyses

Starting in 1971 I published about 10 articles in *Educational Technology*. Larry was always patient and polite in cleaning up and clarifying my vague ideas, clumsy writing, and scrambled findings. He invariably made them concise, correct, and even readable. He was a delight and fun to work with.

My activities in a studies and analysis shop for the Office of the Secretary of Defense puts me in a lot of waiting rooms for various Defense Executives, Senior Military Officers, and sundry business executives who are concerned with research, development, and/or application of education and training for Defense – a sizable investment for the Department. On many occasions, along with the inevitable *Defense News*, *National Defense*, and similar publications in these places, I frequently see copies of *Educational Technology*. Others outside the Defense world have found Larry's publication similarly ubiquitous.

Educational Technology has been an accessible and clearly presented source of information for people beyond, as well as within, academia – primarily due to the quality of information Larry sought out, edited, and published throughout these many years as the field of learning technology has grown from infancy. Many of us, both within and outside the academic mainstream, will miss him, his dedication to the field, and, of course, for what he always called a magazine. As an active, significant, and readily accessible contributor to our ongoing discussion about technology for learning it always seemed more than that.

A Delicate Balance

Diane M. Gayeski, Contributing Editor
Gayeski@ithaca.edu
Dean and Professor of Strategic Communications, Ithaca College

It's difficult to imagine my academic life without *Educational Technology* magazine and its visionary editor, Larry Lipsitz. Like so many others of us who are now "senior" scholars in the field, it's Larry who encouraged much of my first writing on the emerging field of "interactive video" in the early 1980s. Larry was one of those precious individuals who paid attention to those at either ends of the career spectrum: he made sure that the publication featured reprints of seminal articles and interviews with those who made big contributions to the field. At the same time, he encouraged young scholars and gave me and many of my young colleagues their first break in publishing. Larry was fascinated by educational change, and the publication was held to high standards in terms of careful thought while not being held down to the requirements of lengthy studies that required so much time to complete the research that the article was no longer current and provocative. Every issue included some new insight- often from non-North American

perspectives. Larry and *Ed Tech* occupied a space that will be very challenging to fill – a delicate balance of close editing, risk-taking, optimism, and critical analysis.

An Appreciation of Larry Lipsitz and *Educational Technology*

Andrew S. Gibbons, Contributing Editor
andy_gibbons@byu.edu
Professor Emeritus, Brigham Young University

I regret that I did not know Larry Lipsitz longer than I did. Twenty-three years is just a blip in the span of Larry's service, which reaches back to the founding days of educational technology. *Educational Technology* magazine is now an archaeological dig that reveals generation after generation of succeeding idea cultures. On its pages, one culture gives way to another and then to another. One sees economic, political, and social forces at work there, layer on layer over time.

New ideas have to be challenged, it is true, and vetted over time to preserve the quality of a community's discourse. But before they can be challenged, they have to be heard, and if journal submissions are where ideas go to die, then Larry's publication was a place where new ideas could go to be born. Larry had to trust you, and he had a good eye for new ideas, so it was possible to get a lot of eyes on a new idea in *Ed Tech.*

What was surprising is the breadth of the audience that chose to publish in *Educational Technology* and keep their eyes on what was published. The quality of the work there was good because authors wanted to give their idea the best chance for a hearing. Because *Ed Tech* provided a soapbox for someone with a good argument, and because the interests of *Ed Tech* were not narrow, new ideas could find a wide audience and have influence across communities of thought. *Ed Tech* was not just a chronicle of the times, it was a vehicle that helped to create the times.

I will always be grateful for the confidence Larry expressed in my often-unpolished work. He supported and encouraged - even invited - my work, and without that, I might have never been willing to think as boldly. Bless you, Larry.

A Unifying Force

Steven Hackbarth, Contributing Editor
hackbarths@aol.com
Retired from New York Public Schools

Lawrence Lipsitz was a pioneer, leader, mentor, gentleman, and friend. He was a unifying force, skillfully and sensitively giving voice to diverse views from around the world.

My Image of the Ideal Editor

Denis Hlynka, Contributing Editor
Denis.Hlynka@umanitoba.ca
Professor, University of Manitoba, Canada

If I was to highlight just one characteristic of Larry that sticks with me, it would be his editorial skills. We had many email conversations and "live" ones as well. He surprised me when he invited me a few years ago to write a regular column, because, he said, I had a unique point of view that needed to be heard, and that I was not afraid to put my ideas out there, even if not in line with mainstream thinking.

But his editorial skills were on a plane by themselves. I would submit a clear, perfect paper, and it would come back with more mark ups and questions than I could imagine. He seemed to especially enjoy my ruminations into Shakespeare, or Victor Hugo or Don Quixote and my making their stories educational technology stories. He said he wanted more of the same. When I came up dry, he would send me ideas: a topic that needed to be covered, a book review to be handled, or even (once) a review of a film called "Words and Pictures".

Of course he wasn't always right. Once, a long time ago, I wrote a satirical short paper, on "videowalls". I subtitled my paper "A satire", but Larry took that part out. He said, if people couldn't see that this was a satire, then they didn't deserve the unnecessary explanation. Nevertheless, it wasn't too long before I received a long distance phone call from somewhere in the United States. The person on the other end of the line said that her company enjoyed my paper, that they produced videowalls for education and business, and would I be willing, at their expense to come down to consult on the proper use of videowalls. Apparently they thought I was serious. I tried to explain that my paper was indeed a satire and not meant to be taken seriously. They didn't get it, and I declined politely their offer.

Larry knew that my interests tended towards the aesthetic rather than the technical, and he pushed me further in those directions. Larry was my image of the ideal editor. He listened, he encouraged, he challenged, he marked up everything, and caught every missed comma, every misspelling and everything in-between. I was always so pleased when I received an email from him with a short, cryptic comment: "Excellent", "Good" or "We will put it in the next issue."

An Ardent Visionary

Hung Wei Loong David, Contributing Editor
david.hung@nie.edu.sg
Associate Dean, Education Research,
National Institute of Education (NIE) Singapore

I first started contributing to *Educational Technology* magazine soon after completing my Ph.D., and I was always impressed by Larry's generous acceptance of my articles. Larry would give me feedback and get to the crux of the issue very quickly in his comments. Soon I became Asia's first Contributing Editor. I am indebted to Larry for the opportunity. I saw in him someone who was sharp and concise in his thinking, and he was a good mentor to me through the past two decades. The loss of Larry is a loss to the field of Educational Technology. I hope more "Larrys" would emerge in our field of study as we follow his ardent vision and pioneering example.

A Cornerstone of Our Field

Roger Kaufman, Contributing Editor
roger@megaplanning.com
Professor Emeritus, Florida State University

Larry Lipsitz and *Educational Technology* magazine are a cornerstone of our field. When we were all developing the concepts, tools, research, and evidence-based findings for the then-fledgling field of educational technology and performance accomplishment, Larry was the go-to clearing house for what was real and useful. Perhaps honed from his tenure at *The New York Times*, he provided the forum for what really worked and was of value to people in the field. Larry's understanding of both the art and science of the field allowed him to attract the best authors and having him approve and publish a submission was easily equivalent to passing muster with the most rigorous juried journals. He and I had long discussions of findings and fads in the field both in person and by mail and then email. His contributions cannot be over-estimated and we all owe a debt of gratitude to Larry Lipsitz for his insights and stubborn integrity.

Larry Lipsitz Nurtured a Professional Community

Greg Kearsley, Contributing Editor
gkearsley@earthlink.net

I first became a reader of *Educational Technology* magazine as a graduate student...the articles were readable, timely and diverse in their coverage. It was a real thrill when I published my first paper in the magazine; I felt that I had arrived as a scholar. As my academic career progressed, I became a regular contributor and got to know Larry. I realized that the things I valued about the magazine were manifestations of his personality and philosophy. He had a broad conception of educational technology and was always willing to publish new or novel ideas....and from unknown authors (even graduate students). Larry was a wonderful editor; he knew how to push an author to develop or express an idea more clearly, yet he was always gentle and respectful. In addition to the magazine, he published many books that became important teaching texts and research sources. Through the magazine and books, as well as his personal contact, Larry nurtured a professional community for the discussion of ideas about educational change. I have no idea what the future holds for the field of educational technology, but I'm sure that Larry Lipsitz deserves much of the credit for its development and growth over the past five decades.

A Brother and a Friend

Badrul H. Khan, Contributing Editor
badrulkhan2003@yahoo.com
Distinguished Professor of E-Learning,
Egyptian E-Learning University

With Larry Lipsitz's passing, I lost a brother and a friend, the field lost a guide, and the world will soon lose the future publication of the best platform in the field, *Educational Technology* magazine. Some losses can be repaired, but losing Larry is irreparable! I can't call him to get advice, the field can't get invaluable guidance, and the world may lose a distinguished and celebrated professional publication – *Educational Technology* magazine.

Because of Larry, people like me got their first opportunity to publish! Like Tom Reeves, my first publication was in *Educational Technology* magazine. When I first approached Larry about publishing a book on Web-Based Instruction in 1995, he encouraged me to work on it. The book was released in 1996 and become a bestseller. It literally paved the way for the new field of e–learning. Because of Larry's acumen and clear understanding of the emerging field of open learning, it was possible! The book brought together contributions from scholars/practitioners on both sides of the aisle (instructivists and constructivists) in our field. Larry's guidance was the key for the success of the publication!

Larry and his lovely wife Janice visited our home in Virginia. They enjoyed our Bangladeshi food for

dinner! In 2000, he visited my office at the George Washington University, Alexandria Virginia campus. I have a picture with him during this visit that I will treasure forever! I owe a lot to Larry, but within my limited capacity, I can only write this tribute and share my cordial professional friendship with him with the people in the field who may inquire.

A True Pioneer

Cleborne D. Maddux, Contributing Editor
maddux@unr.edu
Foundation Professor Emeritus
University of Nevada, Reno

It was with great sadness that I learned of Larry's passing. He was a true pioneer in every sense of the word, and *Educational Technology* is a pioneering publication. I became acquainted with him in the 1980s, when, on an impulse, I called him in his office to ask if he would be interested in an article I was writing. He was interested, and he had a number of suggestions that improved the piece, which he subsequently published. Larry was always available to talk about anything related to our field, and we talked frequently on the telephone. I always came away from those conversations with new ideas and new insights, many of which became central to subsequent publications in *Educational Technology* and elsewhere. Larry had the ability to cut unerringly to the heart of any issue, and he was a master at seeing all sides of any controversy. He will be missed.

Relentlessly Conscientious

Richard E. Mayer, Contributing Editor,
rich.mayer@psych.ucsb.edu
Distinguished Professor, University of California, Santa Barbara

I got to know Larry Lipsitz through his role as editor of his beloved magazine, *Educational Technology*. I appreciated that he included me as a Contributing Editor, published my papers, and even published interviews with me. In all my interactions with Larry, he was always encouraging, insightful, and relentlessly conscientious. Over the years, his work in publishing has made a deep and lasting contribution to our field. Through his clear-headed leadership, he has helped shape and publicize the development of educational technology as a vigorous area of research and scholarship. May his unique contributions to our field be long remembered.

A Passionate and Inspired Editor

Jeroen J. G. van Merriënboer, Contributing Editor
j.vanmerrienboer@maastrichtuniversity.nl
Professor, Maastricht University, The Netherlands

Educational Technology magazine was one of the favorite journals of Sanne Dijkstra, my PhD supervisor at the University of Twente in the Netherlands in the 1980s. He would regularly interrogate me on articles that had appeared in *Educational Technology* magazine so I quickly became a faithful reader and I stayed one until today. Yet, the first piece I wrote with editorial guidance from Larry Lipsitz was not for the magazine, but for an edited book published by Educational Technology Publications (ETP) as *Research on Instruction: Design and Effects* (Dijkstra *et al.*, 1990). I learned to know Larry as a passionate and inspired editor: He knew everybody in the field and everybody in the field knew him. He also had a genuine scientific interest in new research and developments in educational technology and instructional design.

It was thus self-evident to publish my first book *Training Complex Cognitive Skills* (1997) with ETP, and I have fond memories of my collaboration with Larry. As a contributing editor, I also authored articles for the magazine on various issues such as multimedia and hypermedia, mental models and lifelong learning, and I was always impressed by Larry's curiosity to learn about the topic in combination with his careful editorial guidance. In 2012, I was interviewed for the magazine by Michael Shaughnessy, and I am still proud to have been interviewed for such an outstanding and influential journal. I thank Larry Lipsitz for serving the field of educational technology and instructional design in the best way possible.

A Wonderful Legacy and a Firm Foundation

Dave Merrill, Contributing Editor
professordavemerrill@gmail.com
Professor Emeritus, Utah State University

Larry Lipsitz has been one of the most important guiding lights of Educational Technology through his publication of *Educational Technology* magazine. This publication provided a very important in-between publication that enabled the exploration of a wide variety of ideas and approaches to this field. Not exclusively academic oriented and not exclusively practitioner oriented it represented a wonderful dialogue where new ideas could be freely explored and shared. This resource will be sorely missed leaving a very large hole in the communication network

for instructional technology.

Larry was a great supporter of our field. He was diligent in keeping up with the latest developments. He was generous in his support and encouragement. I always looked forward to the opportunities I had to have dinner with him one-on-one when we were attending the same conferences. Larry was a good friend, a great supporter, and an excellent promoter of my work and the work of many others. He leaves behind a wonderful legacy and firm foundation for the field.

He Made a Huge Difference

William D. Milheim, Contributing Editor
wdm2@psu.edu
Emeritus Professor, Penn State Harrisburg

As with all my colleagues, I was greatly saddened by the passing of Larry Lipsitz. I strongly suspect that many of us have very similar stories in terms of our work with Larry, but let me briefly discuss the positive benefits Larry had on my career. My first article in *Educational Technology* (only my second overall) was in 1987, and was a co-authored work describing interactive video, the "the latest and greatest" technology of that time period. I went on to publish a total of seven articles and book reviews in what Larry called "the Magazine" as well as three chapters in Educational Technology's books on web-based instruction and training, both as sole and co-author. In addition to Larry editing these publications (among many others), he was always willing to listen to ideas from others, including, in my case, a proposal for me to edit a 15-volume bibliography series focused on current topics, which probably made very little money for the publishing company but I hope served as an effective resource for others before the advent of the Internet. Finally, it was great to see Larry at numerous conferences where he was always interested in everyone's professional work and research plans. As I know everyone feels, Larry has made a huge difference in the field of instructional design and technology over many, many years and will be incredibly missed.

Nothing Short of Inspiring

Michael Molenda, Contributing Editor
molenda@indiana.edu
Associate Professor Emeritus, Indiana University

My first memorable impression of *Educational Technology* magazine came with one of the first issues I received as a subscriber—February 1969.

The cover art was a large cartoon showing two boys walking to school. One says to the other, "I'm progressing at my own rate...whose rate are you progressing at?" That struck me as an incredibly profound observation about the nature of classroom learning. I figured, "if this is how insightful the cartoons are, imagine what the articles will reveal!" And *Educational Technology* never let me down. Year after year, it brought cutting-edge ideas and provocative critiques of those ideas.

You cannot underestimate how instrumental Larry Lipsitz was in stimulating the conversations that ran through the pages of *"Ed Tech"*. In the 1970s Larry contacted me at Indiana University for advice in assisting Lev Landa, who was emigrating from the Soviet Union in the Jewish diaspora of that decade. Landa's "algo-heuristic theory" somehow came to Larry's attention and, to his great credit, he recognized its potential contribution to the improvement of instruction. He invested the capital of his publishing house to translate Landa's work and to disseminate it in the world of educational technology. I'm confident that it was money-losing proposition, but that didn't deter Larry. The idea was important; it needed a champion; and Larry was willing to step up and be that champion. His commitment to the improvement of education was nothing short of inspiring. We shall miss his voice and his intellectual leadership.

Remembering Larry

Cathie Norris, Contributing Editor
Cathie.Norris@unt.edu
Regents Professor & Chair, University of North Texas

Elliot Soloway, Contributing Editor
soloway@umich.edu
Arthur F. Thurnau Professor, University of Michigan

Larry was a truly an "author's editor." Larry wasn't ever an adversary; we felt that Larry was always on our side. Larry pretty much always would say "yes" when we asked for more words, more time, more figures, whatever. And, in those rare occasions when Larry would say "no" he would do it in a way that felt like "yes"! Larry was unflappable; when, at the end of the writing/submitting process something went awry – and something invariably did go awry – Larry would, just as invariably, come up with a solution that was positive, workable, effective – and, made us, as writers, feel in control and feel good. Larry understood that when his authors feel good, his authors do good work. Phew! Are we going to miss Larry!

More Than an Editor

Priscilla Norton, Contributing Editor
pnorton@gmu.edu
Professor, George Mason University

Larry accepted and published my first article in 1983. Over the next 30 odd years, he was to accept and publish a number of additional pieces. I consider these to represent the best of my scholarship, and I credit Larry's leadership as the primary impetus. As editor of *Educational Technology* magazine, Larry created a public space for reasoned arguments and positions related to many aspects of educational computing and never shied away from the controversial or the speculative. Knowing that he would provide a publication space for such discourse not only supported the sharing ideas but served as impetus for crafting such articles. He made it worthwhile to take the time to write such pieces because Larry had created a place for thoughtful discourse.

Larry was more than an editor; he was also a clearinghouse connecting scholars. Sometimes I would send an email with an attached article and the simple message, "Interested." He always replied within 24 hours. Sometimes I would send an email with an idea I thought might be too speculative or controversial even for him. He would always respond with an encouraging note and a message to "look at" the work of _____ as I proceeded. I "met" many a scholar following his advice, and my own thinking was enriched as a result. Any author writes to an audience, and I often wrote with Larry as part of my audience. Would he appreciate the argument? Would he value the contribution? I will miss his insights and support, and he remains part of my audience as I strive to live up to his standards of rigor and his willingness to risk.

Fighting the Barbarians

Marc Prensky, Contributing Editor
marcprensky@gmail.com

I think I met Larry in person only once. But he was kind enough to put my column on the last page of every issue of *Educational Technology* for almost a decade. It was a huge opportunity for me to refine and express my thoughts and ideas. And we often discussed those ideas at some length. My favorite Larry memory is his answer when I proposed schools eliminate offering the same basic math, English, science, social studies curriculum (what I call "The MESS") to all students. "WHAT DO YOU WANT—BARBARIANS?" Larry screamed at me over the phone. :) But he meant it well—Larry was totally dedicated to the good work he was doing. He will certainly be missed by me. May his good work live forever in the cloud.

The End of an Era

Thomas C. Reeves, Contributing Editor
treeves@uga.edu
Professor Emeritus, The University of Georgia

Educational Technology magazine first came to my attention when I was a Ph.D. student at Syracuse University in the mid-1970s. At that time, Richard E. (Dick) Clark, one of my professors there, was preparing a series of literature review papers for the magazine, and he invited me to co-author an article about creativity research. This paper appeared in 1977, and I'll never forget the thrill of seeing something I wrote in print for the first time. I've never lost that joy as over the past four decades, Larry Lipsitz encouraged me to write additional articles for his beloved magazine, and my most recent one, the 32nd, was published in 2016. Larry also published *Interactive Learning Systems Evaluation*, a 2003 book that I co-wrote with my longtime Australian friend, John Hedberg.

Twenty years ago, Larry invited me to join his stellar list of Contributing Editors, a designation that I humbly regard as one of the greatest honors of my life. This was 30 years after he first established this list in 1967. Beginning in 2006, he encouraged me to co-write a series of profiles of "significant contributors to the field of educational technology," an idea that originated with three of my Ph.D. students at the time, Mike Barbour, Peter Rich, and Craig Shepherd. There were 18 such papers published in *Educational Technology,* primarily co-authored with doctoral students. We wrote about the contributions of (in alphabetical order):

Bela H. Banathy	David H. Jonassen
Alfred Bork	Roger Kaufman
John D. Bransford	John M. Keller
Jerome Bruner	Jerrold E. Kemp
Betty Collis	M. David Merrill
Edgar Dale	Michael Graham Moore
John Dewey	Wilbur L. Schramm
Donald P. Ely	Valerie Shute
Michael Hannafin	Ralph W. Tyler

My only regret is that with the closure of this magazine, there won't be more such "significant contributor" papers, including those about many of the people on the current list of Contributing Editors.

One of the things I remember most about Larry is

his careful editing.... he took pains to make sure that *Educational Technology* was concise and well-written, so that it lived up to the motto, "the magazine for managers of change in education." Another thing I admired most about Larry was that he always placed more emphasis on educational change and improvement rather than on technology per se. Finally, I recall fondly the conversations I had with him over the years, either in person at various conferences, or more recently on the telephone. He seemingly knew everyone and everything going on in the field, and honestly I can never recall an instance when he expressed a negative opinion of anyone. Ever upbeat and positive, he was one of the most encouraging people I've ever known, in or out of the field of educational technology. In my view, there has never been a more caring editor, and his passing marks the end of an era.

A Dear Friend and a Visionary

Charles M. Reigeluth, Contributing Editor
reigelut@indiana.edu
Professor Emeritus, Indiana University

Early in my career I was impressed with Educational Technology Publications – both the magazine, which was monthly then, and the books they published, such as ones by Merrill & Tennyson, Landa, Dills & Romiszowski, Fleming & Levie, Gropper, Kaufman, Banathy, Nelson & Stolterman, van Merriënboer, and many others. Over the years Larry Lipsitz published 36 articles of mine, beginning with "Classes of Instructional Variables" in March 1979, as well as three of my books and several book reviews. In all, he was the most powerful channel for me to share my work with the broader world of educational technology.

I probably first met Larry at the Educational Technology Publications booth at an AECT or AERA conference in the early 1980s. He was consistently very friendly and helpful and interested in what I was doing. But I came to know him best when he and his wife attended the small International Systems Institute conference at Asilomar in Pacific Grove, CA, in the early 1990s. I was greatly impressed with the breadth and depth of his knowledge of our field, but also with how down-to-earth, friendly, and open to new ideas he was. He had long recognized the importance of the softer side of educational technology, including instructional theory, performance technology, and systemic change in education and training.

I remember Larry as a dear friend, a visionary, and perhaps the most broadly knowledgeable person about our field that I have ever met. By promoting most of the cutting-edge work in our field for more than half a century, Larry, with the great assistance of his brother, Howard, has had a breadth of impact on our field for which we should all be very grateful.

Remembering Larry Lipsitz: An Evening in New Orleans

Robert A. Reiser, Contributing Editor
rreiser@fsu.edu
Robert M. Morgan Professor of Instructional Systems
Florida State University

One of my fondest memories of Larry Lipsitz has very little to do with him and his many contributions to the profession. Instead it has to do with his value as a caring, considerate human being. In 1993 the annual AECT conference was held in New Orleans, and after a particularly long day, I ran into Larry, who suggested that he and I and Barbara Rosenfeld, another AECT regular, go out for dinner. At that time, I already knew Larry pretty well on a professional level; he had published a book and several journal articles that I had co-authored, and we had had many discussions over the phone and at conferences about various matters relating to our field. However, all of our discussions had been about professional matters; I really had not had a chance to get to know Larry on a personal level.

At dinner that night, I got to see another side of Larry, one that made me realize what a fine human being he was. The dinner at The Gumbo Shop was good, but it was the conversation that was really special. Throughout the dinner, Larry asked Barbara and me lots of questions about ourselves and our families, and especially about our kids. And as each of us shared some of our family experiences, Larry told us many interesting stories about his family and his kids, one of whom, as I recall, was attending Indiana University at that time (sorry IST folks, it had nothing to do with the reputation of your program). The thing that struck me most during that conversation was the extent to which Larry seemed genuinely interested in what I had to say. Indeed, for many years afterwards, whenever we would see each other at a conference or have a phone conversation, Larry would ask me questions about my kids and how they were doing, referring back to specific things about their interests that I had shared with him during dinner that evening.

That evening, and from then on, I saw another side of Larry Lipsitz. I saw a man who was genuinely concerned about others, how they were living their lives and how they were raising their children. I saw a very kind and considerate individual. And that is how I will always remember Larry, not just as a great contributor to our profession, but also as a truly fine person. Larry Lipsitz was, indeed, a real mensch.

A Friendship of Fifty Years

Alex "Romi" Romiszowski, Contributing Editor
ajromisz@syr.edu
Adjunct Professor, Syracuse University

I first encountered *Educational Technology* magazine in 1963, the only journal in this field that my College library in the UK subscribed to. I submitted articles for publication and so got to correspond frequently with Larry. Therefore, when in 1967 I first visited the USA, I included a visit to Larry's editorial office. I was struck by his generosity, in terms of both the time he devoted to my visit and the gift of many books to take back to the UK. Later, as editor of the journal of the UK's Association for Programmed Learning and Educational Technology (APLET), I had frequent opportunities to collaborate with Larry, editing articles to be published in both countries. This gave me an insight into Larry's exceptionally broad and deep understanding of the field and its critical issues. I was therefore honoured when Larry asked me to join his journal as a contributing editor. Later still he gave me the chance to write whatever I like in the regular "Topics for Debate" column, a great fun opportunity for which I will remain eternally grateful. This led to regular contacts, including frequent visits to the editorial office, from which I seldom left without further loads of free gifts. I think my personal library must include just about every book published by Educational Technology Publications. The last time I was supposed to visit Larry's office was just a few weeks before he died. Larry was not well enough to meet me there, so he invited me to visit him at home. Unfortunately, my plane ran late so I had to cancel. We agreed to meet and talk again the next time I was in NYC. Little did I imagine that was not to be. Good bye Larry, thanks for your contributions to our field and thanks for being such a good friend, both professionally and personally.

A Beloved Mentor

Ellen Rose, Contributing Editor, erose@unb.ca
Professor, University of New Brunswick

The latest issue of *Educational Technology* came in the mail the other day. Usually, its arrival evokes feelings of pleasure, as I anticipate spending several pleasant hours poring over the always interesting selection of articles, reviews, and editorials. However, the appearance of this issue evoked a new set of emotions, chiefly sadness and loss, because the man who served as the magazine's guiding spirit for over 50 years is no longer with us.

I know that, in the collection of tributes in which mine appears, there will be many stories about Larry's formative role in individual careers. I have a similar story, though I won't share it here: it's enough to say that I'll always be grateful to Larry for his encouragement and support. He possessed a generosity and openness of spirit that are very rare: those few who possess these qualities become our great and beloved mentors.

But as much as he did for us as individuals, it is as a field that we must truly mourn the passing of Larry Lipsitz. The extent of his influence on educational technology cannot be overstated. I once told Larry, over a cup of coffee, that the *Educational Technology* story should be told, because it is the story not of a publication but of a discipline. What I meant is that our field is what it is today because Larry selflessly dedicated himself to the lifetime labour of giving us the space in which to explore and negotiate what educational technology is and could be, deliberately opening that conversation to many voices and perspectives—voices and perspectives that otherwise may not have found a venue for expression. It's impossible to articulate what we owe him, nor how much he will be missed.

Worth Every Moment

Allison Rossett, Contributing Editor
allison.rossett@gmail.com
Professor Emerita, San Diego State University

In the early 1980s, Larry Lipsitz reached out to me to write a book about needs assessment. Part of a series, with titles commencing with gerunds, that first book was titled, *Training Needs Assessment.* Oh, the debates that ensued. Did I mean training people to do needs assessment? Was I talking about needs assessment only related to training as an intervention? And for good measure, didn't I really mean needs analysis? I took some flak, Larry withstood more. Still, the book sold, people said good things about it, and thus Larry helped advance my career. I was in my early 30's at the time and the book, even the flak, meant a lot to me. I wrote for *Educational Technology* magazine for decades after. I read it too. And I often pointed my students to articles in it. Larry did what the best editors do. He sensed trends, opportunities, concerns, controversies and he pressed us to take a look at them. That's why that magazine, while it wasn't pretty or modern in its delivery mode, was worth every moment invested in it. I'm glad I knew Larry and sad he is gone.

Three Cheers to Larry Lipsitz

Gordon Rowland, Contributing Editor
rowland@ithaca.edu
Professor, Ithaca College

Three cheers to our colleague, editor, publisher, and friend, Larry Lipsitz. Larry had a huge impact on our field, as others will no doubt attest in these tributes. I'll offer something more personal. I don't think I ever told him, but Larry changed my life. I first met Larry at Indiana University in the late 80s. I was a doctoral student, and I think he was visiting his son, David, who was a student there at the time. Tom Schwen, my boss in the A/V Center, introduced us. I knew of the magazine, of course, and he encouraged me to contribute. So, as I finished my degree I offered my first article to him. Larry graciously agreed to publish it, and because I started the article with a quote by Bela Banathy, he forwarded a pre-publication version to Bela. I had no idea that Bela and Larry knew each other; I just knew that Bela's chapter in Bob Gagne's foundation text was the most important thing I'd read from our ten-page comprehensive exam list.

Then out of the blue I received a note from Bela inviting me to attend the Asilomar Conversation of the International Systems Institute. I was deep into my first semester teaching at Ithaca College, staying up until midnight the night before production classes to learn how to do the things I would teach the next day. Seriously? A week away on the northern California beach to talk about systems and design? My arm didn't need twisting. I accepted, and the conversation blew my mind. I attended many of these conversations subsequently. When Larry joined us it was a great pleasure to converse with him, and to share meals with him and Janice when she came along. Those conversations with attendees from around the world led me to see that central concepts of our field—learning, systems, and design—had great potential beyond education and training contexts. My teaching and scholarship expanded as a result, and Larry was always open to contributions that adopted a broad definition of the field. I think that was one of the great things about the magazine. It pushed the boundaries.

It was an honor to be named a contributing editor back in 2002, and I gladly accepted the trade of contributing articles, editing special issues, and doing book reviews to get a personal copy of the magazine. It was one of the few, maybe the only publication that I would immediately open and read. Larry and I kept in touch, and we would often meet for lunch at AERA or AECT. It was a joy to catch up. He'd take the bait when I would mention the name Bezos, or suggest

taking the magazine online, then we'd have a good laugh. I miss him already.

A Remembrance from A Fellow Editor

Nick Rushby, Contributing Editor
nick.rushby@btinternet.com
Co Editor-in-Chief Education & Self Development

I never met Larry Lipsitz. And it was my loss. Although our paths never crossed physically, looking back through my records there is a plethora of correspondence always concise and always helpful about possible articles and about improving work destined for publication. Naively it never occurred to me that there would come a day when he was not there.

Like Larry, I am an editor and I can only aspire to his standards of nurturing authors so that their work is the best that it can possibly be. Last year I also joined the team of corresponding editors for *Educational Technology*, a unique publication that bridges the gap between esoteric scholarly journals and newsletters offering hints and tips. The articles in *Educational Technology* are both accessible to practitioners and thought provoking for experienced scholars in the business of learning technology. It is a reflection of its editor and does what it says on the front cover - "The magazine for managers of change in education."

Ironically, at the time of Larry's death, I was working on a reflection in the life and contributions of the late Susan Meyer Markle for possible publication in *Educational Technology*. Larry and I had an email conversation about whether this was a viable topic and agreed that it was. What we need now is an extended reflection on the important contributions made by Larry Lipsitz over his many decades in the field. That is a seriously viable topic!

Thoughtful and Dedicated

J. Michael Spector, Contributing Editor
Mike.Spector@unt.edu
Professor, University of North Texas

My first involvement with Larry Lipsitz came about through my first book which he published – *Automating Instructional Design: Concepts and Issues*. I had met him at an AECT conference in the later 1980s and presented some of my work at the Air Force Armstrong Laboratory (a.k.a., the Air Force Human Resources Laboratory) at the AERA conference in 1991 in Chicago when he asked about doing an edited book on that work. A few years later, I was invited to serve as a consulting editor for his

Educational Technology magazine. I also published a number of papers there and had several graduate students publish their work in that very influential magazine, which I really hate to see end. Most recently, one of our doctoral students completed her dissertation entitled "An analysis of educational technology publications: Who, what and where in the last 20 years" — she included Educational Technology: The Magazine for Managers of Change in Education in her study as it is widely read and contains high quality research articles among its other offerings. Larry's contributions to the field are well known and internationally recognized (e.g., he received AECT's prestigious Lifetime Achievement Award in 2010), and those with whom he interacted always knew him to be thoughtful and dedicated.

Rendering Change in Educational Technology

Rand J. Spiro, Contributing Editor,
rspiro@msu.edu
Professor, Michigan State University

We have lost a great man. Larry Lipsitz was a giant. Through his revered publication, Educational Technology, and his interactions with all the leaders of the field, he led the way for over 50 years in highlighting what was important in the new, and anticipating what would be newly important tomorrow. In a rapidly changing field, such a person and such a publication are essential.

Our paths crossed in four important ways.

First, the most referenced paper about Cognitive Flexibility Theory, almost 2,500 citations according to Google Scholar, was published in 1991 in a special issue of Educational Technology (and reprinted in a book version of the special issue in 1992). That paper dealt with underlying cognitive structures and processes that, in conjunction with a principled application of the unique affordances of digital technology, could support learning that enabled the adaptive application of knowledge in novel contexts. Thus, with all the talk now about 21st century skills and learning goals, one can look back to Larry's Educational Technology for one of the earliest statements about how, specifically, to undergird the attainment of those skills and goals.

Second, Larry and I used to talk a lot about the future, about the more widespread influences of technology on learning and thought that we saw coming. I was honored when he asked me to write a series of columns for Educational Technology with my thoughts about that future, grounded simultaneously in cognitive psychology, changes in the worlds of life and work, and the new and challenging needs for learning those worldly changes were precipitating. So I wrote several columns

for him under the title, "The New Gutenberg Revolution: Radical New Learning, Thinking, Teaching, and Training with Technology... Bringing the Future Near." I consider this to be some of my best work, and I continually revisit those articles for guidance as I move my research and that of my students forward. And every time I do, I think of Larry and his inspiration. I will be ever grateful to him and to Educational Technology for this opportunity to write in some ways that aren't usually available to me in traditional academic outlets. With a rapidly advancing future, marked in all likelihood by profound and fundamental change, Larry recognized that the standard approaches to scholarship needed as a complement more open and exploratory platforms for ideas, suited to the speed and magnitude of change.

Third, at the time of his passing, I was finishing up a special issue, long in preparation, he asked me to do for Educational Technology. This was a pet project of Larry's, and he checked in often to see how it was coming along and to make suggestions. It is a detailed application of the logic of the columns and of Cognitive Flexibility Theory to specific areas of advance in today's educational technology, including online learning, learning with mobile devices, trans-disciplinary learning on the Web, experience acceleration with hypermedia, and preparing for jobs in a world of smart machines, among other topics, including a favorite of ours, a detailed argument for why the doomsayers are wrong about the effects of new media on minds. I will always be sad that this wonderful man did not get to see this issue he so much looked forward to and helped to nurture.

Finally, there are the ways we crossed paths personally over the years. Every meeting with Larry was not only a great pleasure, but an intellectual adventure of the highest order. One of the last places I met with Larry was a lunch at Fraunces Tavern in lower Manhattan. We had our usual thoughtful discussion. He valued a vigorous exchange of ideas, and he always had trenchant insights. Interestingly, a high point of that get-together was a post-lunch visit to the second floor museum at the tavern, including the room where George Washington said his famous farewell to his officers after the Revolutionary War. Larry was our general, shaping a revolution that is still going on. He didn't get a chance to say farewell to all of us. However we welcome this opportunity to say our sad but fond farewell to him, a leader for all of us, and a friend.

Curiosity and Generosity

Kurt Squire, Contributing Editor, ksquire@uci.edu
Professor, University of California, Irvine

Unlike some of our colleagues, I did not have the privilege of knowing Larry well personally, although one gets to know a lot about a person through their

work. And Larry has embodied all of my favorite things about our field. First, he cared. He cared about education — improving people's lives, and every time he edited my work, or talked through an issue with me, he did so with a passion that reminded me of why I got into this field in the first place. Larry's enduring optimism, open-mindedness, and willing to explore new ideas, from the most theoretical to the most playful kept *Educational Technology* magazine, and himself relevant for decades. He invited me, my students, and everyone I saw him interact with take risks, think big, and join an open conversation about the future of learning with technology.

It's difficult to imagine our field without Larry's guiding presence. *Educational Technology* has been the home of our most critical debates, from media methods to constructivism to game-based learning. He has been bold in bringing new voices and ideas into the conversation, and always sought to move us forward. I was always impressed by how, in these debates, he kept an even steady hand. He encouraged rigorous and heated exchanges, but always was deeply respectful, and brought a humility and curiosity to these conversations we'd all do well to emulate.

Larry's legacy in our field is great. It has been a central part of my own intellectual journey, from when I first learned about situated cognition on its pages as an undergraduate, to when it supported students and colleagues publishing papers from the Games Learning Society (GLS). I hope to think that on a good day, I bring to my work some of Larry's curiosity and generosity, as has long been the best that is in our field.

Truly Irreplaceable

Deepak P. Subramony, Contributing Editor
deepak7@ksu.edu
Associate Professor, Kansas State University

I was extremely shocked and saddened to learn about the passing of Lawrence Lipsitz. Larry was a pioneer and a titan in the area of disseminating knowledge related to educational technology. The bestselling magazine he published for decades has been infinitely influential in shaping the world's understanding of educational technology. I had the good fortune to associate with Larry since 2004, as a graduate student, faculty member, and eventually as contributing editor. Larry's passing truly marks the end of an era. I would like to extend my sincere, heartfelt condolences to Larry's family, and to his innumerable admirers within our field and profession. Larry is truly irreplaceable, and he will be missed more than he could imagine. PS: In his last e-mail to me (in late 2015), he responded with his characteristic charisma to my news of becoming a US citizen: "Welcome to citizenship! I have a copy of the citizenship paper signed by my grandfather in 1902, in which he had to renounce allegiance to the Czar of Russia!"

Well-Deserved Immortality

Sigmund Tobias, Contributing Editor
sigtobias@gmail.com
Eminent Research Professor, University at Albany, State University of New York

I was very sorry to hear of Larry Lipsitz's passing. I published in *Educational Technology* frequently, sometimes at his invitation, more often on my own initiative. It was always refreshing to receive Larry's rapid reactions compared to the lengthy delays in publications sponsored by professional organizations. Not only was his feedback succinct, it was always perceptive, helpful, and clearly profited from Larry's apparently encyclopedic knowledge of the field. Larry made *Educational Technology* into one of the premiere outlets in the field and he was justly proud of its impact in stimulating change not only in the field of educational technology, but in all the areas dealing with learning from instruction. He has achieved well deserved immortality among all of us who published and subscribed to his magazine, and we all hope that a way will be found to continue publishing it as Larry's permanent legacy. We met only a few times at professional meetings of one kind or another, and Larry was always friendly and generous in sharing his knowledge of the field. I will miss him as will everyone involved in research, development, and practice in the large field of learning from instruction. My condolences to the family and his colleagues.

He Cared So Deeply

George Veletsianos, Contributing Editor
veletsianos@gmail.com
Canada Research Chair in Innovative Learning and Technology, Royal Roads University

I am saddened to learn of Larry Lipsitz's passing. I was introduced to Larry in 2006 when I was a PhD student. At the time Brent Wilson, Patrick Parrish and I were writing a paper, and Brent suggested that we look at *Educational Technology* magazine as a possible venue for our work. Since then, I had many wonderful and deep email exchanges with Larry, and I published two papers and co-edited a special issue with *Educational Technology* magazine.

Larry and I never met face-to-face or spoke on the phone, but we had many conversations over email, the last of which being less than a month prior to his passing. His emails were kind, encouraging, supportive, and thoughtful – and always led me to improve my thinking and my writing. Though our interactions were limited to email, I felt close to Larry. I felt close to him because he seemed to care so deeply for the field but also for my own professional development even though we never met. I find solace in knowing that Larry left a distinctly positive mark on myself, innumerable colleagues around the world, and the field of educational technology.

Educational Technology: Unique Among Many

Richard E. West, Contributing Editor
rickwest@byu.edu
Associate Professor, Brigham Young University

Because the field of Instructional Design Technology is large, vast, and considered by many to be a "meta-field," there are many journals (I have tallied over 300) that publish articles that could be considered related to our field. However, none of those journals approximate the kind of contribution that *Educational Technology* has provided for decades. With the loss of Larry's expert editorial mind, we are losing a significant venue for ideas in our field. I have always valued *Educational Technology's* focus on practice, theory, and design written to the academic as well as to the lay reader. Because the articles are accessible, interesting, and timely, most of the major issues in our field have first been debated within its pages. This is a credit to Larry, who had a keen awareness of what was, and would become, important to the field.

Perhaps the best way to honor his memory would be for the field to realize that alongside journals of "high impact factors," and "rigorous scholarship," that there is also a keen need for another journal like *Educational Technology* to rise up and provide a venue for ideas, theories, and experiences that can be shared and discussed.

On a personal note, I will always be grateful for Larry's mentoring and fostering of my own academic development. My first publication was in *Educational Technology*, and through the years I published 29 times in the magazine, with most of those coming as part of a special recurring series Larry encouraged me to produce. When I first approached Larry with the idea of a single article that summarized trends from an analysis of five different journals in our field, it was Larry's idea to expand the article into a continuing series of pieces each examining a single journal. That experience meant a lot to me personally and professionally, and was especially important to my students who helped to prepare the papers. I feel that they, as well as me, owe much to Larry for helping to launch their careers. Larry Lipsitz's visionary presence in the field will surely be missed.

Where Are We Gonna Go?

Brent G. Wilson, Contributing Editor
Brent.Wilson@ucdenver.edu
Professor, University of Colorado Denver

I saw Larry as a bridge between our past and future as a field. The content of *Educational Technology* always paid due respect to our roots and origins, through regular columns, features and even reprints of historically important articles. At the same time, Larry kept a close eye on emerging trends and made sure readers were informed of these developments. Reflecting the field itself, the audience was always eclectic – K12 schools, higher ed, workplace, beyond the US to a global reach.

I found Larry hard to pin down ideologically. Was he conservative or progressive toward guiding principles and practices? Was he a behaviorist or constructivist? Was he skeptical or believing, critical or tech advocate? Responding to my contributions, I never felt resistance on ideological grounds. One time though I submitted a paper reporting on our use of WebQuests. "Web-quests are passé," Larry complained, and declined the paper. He was right of course – the model by that time had run its course, and our piece wasn't likely to refresh interest, notwithstanding my residual affection!

The magazine experimented with a peer review section at one point in the 1990s, but Larry's editorial hand and efficient publishing schedule was part of *Ed Tech's* secret sauce. Somehow Larry found a way to survive changes in academic publishing – online, open access, peer review, publishing royalties. In the end, the magazine was Larry's baby and his oversight and personal involvement made all the difference. The personal relationships with authors throughout the world created a stable community that sustained the magazine and kept expensive print subscriptions coming. With *Ed Tech* now leaving the scene, the field of IDT needs to fill the gap between blogs and public resources on the one hand, and stiff academic journals on the other. We need a place to try out ideas and models and frameworks, short articles quickly reviewed and brought to standard, and then put out there. Where are we gonna go? We miss you, Larry Liptsitz, and all you have done for our field! □

educational technology®

the magazine for managers of change in education

Contents

**Tribute to Lawrence Lipsitz, Editor
and Publisher of** *Educational Technology*

Special issue Articles: Game-Based Learning

Special Section Articles: Makerspace

Regular Article

Regular Feature

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