this operational description of the system has enabled you, the reader, to see how this prototype system is designed. The ID_2 Research Group agrees with many of the assumptions of Kris Van Marke and GTE. Specifically, we agree that ". . . much of this knowledge is generic, i.e. not specific to any one individual situation and generally re-applicable in a variety of situations and in completely different domains." We also agree in the formalism of the system: "instructional tasks, instructional methods, and instructional objects." ID_2 knowledge objects (instructional objects) have been formalized in a somewhat different way which has enabled us to use these same knowledge objects both for tutorial and simulation based instruction. However, the formalism is very similar. Finally, we are most supportive of the attempts of GTE to ". . . choose dynamically for each task the most appropriate method as a function of the given instructional context." We were pursuing this same goal in ID Expert and will come back to this effort as our new products mature. We also believe with Van Marke that "The starting assumption, namely that instructional knowledge has a generic nature and is representable in a generic model, has been amply demonstrated both in GTE and by ID Expert, the Electronic Trainer, and the ID_2 Instructional Simulator."

Note

1. See Merrill, Li & Jones, 1990a, 1990b; Jones, Li & Merrill, 1990; Merrill, Li & Jones, 1991; Merrill, Li & Jones, 1992; Merrill, Jones & Li, 1992; Merrill & ID_2 Research Group, 1993; Merrill & ID_2 Research Group, 1996.

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