Editorial

In this issue the editorial space has been given over to a tribute to David Squires. The review below gives an outline of some of his research interests and his substantial contributions to learning technology. In the last issue, as an experiment, we invited comments on the paper by Davies and Denning. The idea behind this was to try and encourage more discussion around papers and to look at introducing a more interactive element to the journal. We will postpone this now until the next issue. If you would like to contribute to this debate, please email comments to g.conole@bristol.ac.uk by Friday, 14 December. Finally, I would like to welcome Dr Jane Seale and Dr Martin Oliver to the editorial team. Jane is based at King's College, London and is also editor for ALT-N. Martin is based at University College, London and has extensive editorial experience. I am looking forward to working with them both over the next few years.

David Squires, 1948–2001

Professor David Squires took over as editor of *ALT-J* in 1999. His recent tragic death is a true loss to learning technology.

David's career spanned the educational spectrum. In the UK, he was one of the original pioneers in work on considering how computers could be used to enhance learning. He began his career as a physics teacher and was based for one year at the Latymer School in Enfield. He moved in the late 1970s into an advisory role and was Adviser for Computers in Education for Devon Local Education Authority in the early 1980s. He went on to become Director of Sciences for the seminal project 'Computers in the Curriculum' (one of the three major posts on the project) based at King's College. This was one of the first major computers-in-education initiatives in the country. At about the same time he also took up a post at King's as a Lecturer in Educational Computing within the School of Education. He remained at King's and was promoted to Senior Lecturer in 1994 and then to a chair in 2000.

His research history shows a commitment over twenty years to scholarly work in the use of multimedia and information and communication technologies (ICT), in educational settings at both university and school level. Particular interests included theories of learning and the design and evaluation of the use of multimedia and ICT in educational settings, and the use of ICT in academic research. His research was strongly linked to curriculum development through the design of multimedia learning materials for use in higher education and schools.

A major thrust of his research was to articulate a theoretical rationale for the design and use of educational multimedia. This work featured a synthesis of ideas from a range of disciplines (software design, human-computer interaction, cognitive development and theories of learning, curriculum theory and pedagogical practice) with the aim of identifying synergies between these ideas at a theoretical level, to inform design and evaluation. In 1994 he co-authored a book which addressed the multi-faceted nature of the use of multimedia in teaching and learning, and proposed a paradigm for educational software evaluation, which he took broadly to include theoretically grounded analyses of validity and practice-orientated assessments of function. The contribution to theory made by his work was much praised. For example, the following editorial appeared in the *Journal of Information Technology for Teacher Education*:

> Many papers in this international journal discuss and develop concepts in relation to the professional development of teachers. In particular, the journal considers the professional development required by beginning and practising teachers in order to be able to use IT to encourage learning, to use IT to teach with and to manage the application of IT in the learning environment. It was therefore with delight that we received a paper which provided a clear framework. Anne McDougall and David Squires's paper provides the keystone to this issue of the journal and this editorial. The framework's title is 'Perspectives Interactions Paradigm'. Within it are five commonly observed foci for teacher professional development [...]. I think that many in the field have already written about aspects of these foci, but this may be the first time they have been brought together in a clear framework and I suspect that it may apply well beyond IT to any innovation in education. (Davis, 1997)

He was also particularly interested in the relationship between human computer interaction and teaching and learning: the use of direct manipulation educational software was the focus of his Ph.D. thesis. In December 1996 he hosted a British Computer Society Human Computer Interaction Special Interest Group meeting on 'Usability and Educational Software Design'. He also undertook a research fellowship with BT in 1999 on the design of an interface to a Web-based teachers' toolkit for open and distance learning.

Another strand to his research was an exploration of the use of ICT in academic research, which included longitudinal analyses and case studies of the use of ICT by academics. From its inception this work was at the cutting edge: notably the use of state of the art ICT tools, including on-line bibliographic sources, networked CD-ROMs, bibliographic management software, Web browsers, email and pre-print bulletin boards.

Methodologies for researching the use of ICT in a research context were ill formed in 1992, and the work David directed at King's has been acknowledged as making a significant

contribution to this area. His research highlighted that many assumptions about how ICT is used in research have been shown to be simplistic; for example, beliefs that user support can be primarily reactive to users' needs rather than proactive in setting an agenda for user support. These findings have contributed to our understanding of the complex interactions that characterize the use of ICT in a research context.

Much of his experience of applying ICT in higher education was gained in a European context. He was a member of the 'AQUA' TEMPUS project based on a collaboration between King's College, the Institute for Science Education, Kiel and the University of Hradec in the Czech Republic. This project aimed to develop the use of ICT in environmental education, with an emphasis on establishing quality-assurance procedures for curriculum development. During the period 1994–7 he was a managing partner of the 'SITE' TEMPUS project principally involving collaboration with German and Bulgarian partners. This project focused on educational multimedia development, the analysis of satellite images using state-of-the-art software applications, and the development of internationally accredited masters degree programmes in ICT and Environmental Studies. Prior to this, from 1991 to 1994, he was a managing partner for the 'COBES' TEMPUS project, which aimed to revise the Environmental Studies curriculum offered to engineering students at the Technical University in Sofia.

This outline of some of David's key research interests only touches on the range and breadth of his work. In addition, he was an active member of the University and the higher education community, serving on innumerable committees, steering groups and advisory boards, as well as undertaking significant undergraduate and postgraduate teaching and research supervision. He will be sadly missed by me personally and by everyone else who was fortunate enough to have worked with him.

Gráinne Conole
Editor

Reference

Davis, N. (1997), 'Framing teacher professional development', *Journal of Information Technology for Teacher Education*, 6 (2), 109–13.