The design for this study utilized a participatory, recursive design process (Schuler & Namioka, 1993), to enable 185 student teachers to work collaboratively in the design and construction of the class tutorial, *Word Processing Wizardry*. The process involved the organization of small groups who provided product design specifications, which were then reviewed by all study participants. Changes were incorporated, and the recursive process continued until whole group feedback sessions indicated product satisfaction.

Findings from this study indicated that (1) as students gain more technical competence, they made more sophisticated demands of the instructional design of the tutorial; (2) student-created products during the semesters of study participation were more sophisticated; possibly due to student familiarity with the more advanced capabilities of HyperStudio demonstrated by the tutorial creation, and (3) students expressed great satisfaction with the tutorial, and mentioned their participation in the tutorial development on end-of-course evaluations as a valuable experience.

**References**