Ten years ago the SITE Conference was only five years old and was called STATE, the Society for Technology and Teacher Education. The proceedings from this conference were just a shadow of what they are today - one volume (822 pages) that you could easily hold in your hand. Ray Braswell from the School of Education at Auburn University at Montgomery was the section editor that year for the section that is most similar to New Possibilities with Information Technologies – a section called Hypermedia/Multimedia.

In the section introduction for the 1994 volume, Dr. Braswell wrote:

> Every year, the diversity in the articles submitted for the hypermedia and multimedia section of the STATE Annual continues to grow. As new technologies are incorporated into educational settings, the research into the use of these technologies continues to be both enlightening and diverse. Additionally, the inclusion of technologies into the curricu­lum, which only a few years ago was considered to be cutting edge, demonstrates both a willingness for change and an amazing ability to adapt technology for its best fit. We are fortunate, as educators and consumers of these technologies, to find that we are becoming increasingly comfortable with the technologies which fall into the categories of hypermedia and multimedia. Yet we must never become complacent with the utilization of technology.

It is interesting to note that, although the technology has changed dramatically in the last ten years, the attitudes and ideas that Dr. Braswell promoted in his introduction have not changed. In the 2004 SITE Annual, authors, like those ten years ago, are investigating cutting edge technologies and trying to determine how they best fit in today's classrooms. As educators, we are becoming comfortable with the change and the increased learning curve that technology presents, but we must never become complacent or satisfied with what we know.

It is also enlightening to read the articles from 10 years ago and see where technology has grown in just a decade. In the 1994 Annual, authors noted the need for technology to be accessible, described videodisc/ videotaped-based model lessons and programs, and illustrated the efforts of instructors to utilize a BBS (bulletin board service) in order to interact and receive additional information. Authors emphasized the need for technology to be easy to use in order to be both accepted and utilized. Through the use of programs such as HyperCard, instructors developed materials which could then be used by students outside class, and thereby come to a better under­standing of the material.

As different as these topics may seem, many were a precursor to today's research. In 1994, papers described innovative programs in prototype electronic classrooms and exciting programs in the areas of interactive multimedia. Dr. Braswell noted, “As we are seeing in these articles, many interesting uses are being made with interactive video. It has become an accepted part of the classroom and is now becoming a common tool in the curriculum.”

Many of the papers in 2004 continue to report on innovative uses of video, and include research and information on handheld computers, video portfolios, and wireless technologies. As Dr. Braswell noted, “The authors of these papers have provided insights into the various workings of technologies in the classroom and in the real world. We still have much to learn on this technology highway.” Imagine what the next ten years have in store for education, and it promises to be an exciting journey!