

Preface

The overall purpose of this monograph is to provide a comprehensive review of studies of instructional design (ID) practices. Studies of ID practices are research on instructional designers' current practices and activities. For over 30 years, individual researchers have evaluated the practices of ID professionals and instructional designers and ID students (e.g., Kerr 1983; Zemke 1985). This summary and analysis of existing research in these studies of ID practices directly impact the Instructional Design and Technology (IDT) discipline. The analysis of this research area is needed. A compendium of the aforementioned research studies and other relevant studies will provide a guide to professional instructional designers on best practices. In addition, advanced IDT students can go beyond the ID models and activities described in current textbooks (e.g., Brown & Green 2011; Dick et al. 2014; Morrison et al. 2011) and gain insight on current practices of instructional designers. This monograph can serve as the “one stop” source of this line of research that professional instructional designers, researchers, and students can refer to.

This monograph consists of the following chapters. Chapter 1 gives an overview of ID, its history, current ID practices, and alternatives to the ID process. This overview provides the context on how to regard studies of ID practices. Chapter 2 includes information on the initial search for various research studies, a description of the 102 identified studies of ID practices and their corresponding analysis. Chapter 3 summarizes the findings from each of these studies of ID practices. Chapter 4 reviews major highlights from these studies and offers nine recommendations on how to conceptualize future studies of ID practices.

References

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Studies of ID Practices

A Review and Synthesis of Research on ID Current
Practices

Sugar, W.

2014, VIII, 118 p. 27 illus., 6 illus. in color., Softcover

ISBN: 978-3-319-03604-5