

Part I

Instructional Design Practice

The first part of this book concerns instructional design practice, or what is it that makes instructional design recognizable as instructional design. Of course, instructional design shares many activities, methods, processes, and techniques with other design, education, or social science fields. So one should focus on instructional design as a particular *constellation* of practices, the particular configuration of which being what allows instructional designers to make the unique contributions they are prepared to make.

We divide our study of instructional design practice into four subsections - understanding, exploring, creating, and evaluating - each of which consists of 3 - 5 chapters.

Understanding
Becoming a Learning Designer
Designing for Diverse Learners
Conducting Research for Design
Determining Environmental and Contextual Needs
Conducting a Learner Analysis
Exploring
Problem Framing
Using Task Analysis to Inform Instructional Design
Documenting Instructional Design Decisions
Creating
Generating Ideas
Instructional Strategies
Instructional Design Prototyping Strategies
Evaluating
Design Critique

The Role of Design Judgment and Reflection in Instructional Design
Instructional Design Evaluation
Continuous Improvement of Instructional Materials



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