## Contents

Chapter 1	What Field Did You Say You Were In? Defining and Naming Our Field 1  Robert A. Reiser	
Chapter 2	Characteristics of Instructional Design Models 8  Robert M. Branch and M. David Merrill	
Chapter 3	A History of Instructional Design and Technology 17  Robert A. Reiser	
SECTION II	THEORIES AND MODELS OF LEARNING AND INSTRUCTION 35	
Chapter 4	Psychological Foundations of Instructional Design 35  Marcy P. Driscoll	
Chapter 5	Constructivism in Practical and Historical Context 45  Brent G. Wilson	
Chapter 6	The Learning Sciences: Where They Came From and What It Means for Instructional Designers 53  Christopher Hoadley and James P. Van Haneghan	
Chapter 7	Designing for Problem Solving 64  David Jonassen	
Chapter 8	Instructional Theory and Technology for a Postindustrial World 75  Charles M. Reigeluth	
Chapter 9	Motivation, Volition, and Performance 84  John M. Keller and Markus Deimann	

Preface vi

Introduction ix

SECTION I DEFINING THE FIELD 1

Robert A. Reiser and John V. Dempsey

SECTION III	EVALUATING AND MANAGING INSTRUCTIONAL PROGRAMS AND PROJECTS 96
Chapter 10	Evaluation in Instructional Design: A Comparison of Evaluation Models 96
	R. Burke Johnson and Walter Dick
Chapter 11	An Introduction to Return on Investment 105  Jack J. Phillips and Patricia P. Phillips
Chapter 12	Managing On-Site and Virtual Design Teams 116  Brenda C. Litchfield
Chapter 13	Managing Scarce Resources in Training Organizations 126
	James J. Goldsmith and Richard D. Busby
<b>SECTION IV</b>	PERFORMANCE IMPROVEMENT 135
Chapter 14	The Development and Evolution of Human Performance Improvement 135 Harold D. Stolovitch and Bonnie Beresford
Chapter 15	Performance Support 147
owed from tables some	Frank Nyugen
Chapter 16	Knowledge Management and Learning: Perfect Together 158  Marc J. Rosenberg
Chapter 17	Informal Learning 169
	Allison Rossett and Bob Hoffman
SECTION V	TRENDS AND ISSUES IN VARIOUS SETTINGS 178
Chapter 18	Instructional Design in Business and Industry 178  Monica W. Tracey and Gary R. Morrison
Chapter 19	Instructional Design Opportunities in Military Education and Training Environments 187
	Mary F. Bratton-Jeffery and Arthur B. Jeffery
Chapter 20	Performance, Instruction, and Technology in Health Care Education 197  Craig Locatis
Chapter 21	Instructional Designers and P-12 Technology Integration 208  Deborah L. Lowther and Steven M. Ross
Chapter 22	Five University Roles for Designers From Three Nations 218  Brenda C. Litchfield, J. V. Dempsey, Peter Albion, Jacquie McDonald, and Junko Nemoto
SECTION VI	GLOBAL TRENDS AND ISSUES IN IDT 229
Chapter 23	Developing Learning to Meet Complex Challenges for an Undivided World 229
	Jan Visser
Chapter 24	Instructional Design and Technology in an Asian Context: Focusing on Japan and Korea 239

Katsuaki Suzuki and Insung Jung

	CONTI
Chapter 25	Instructional Design in Europe 248  Phil Green
SECTION VII	GETTING AN IDT POSITION AND SUCCEEDING AT IT 256
Chapter 26	Getting an Instructional Design Position: Lessons from a Personal History 256  Robert A. Reiser
Chapter 27	Getting a Job in Business and Industry 263  Gabrielle K. Gabrielli and Robert K. Branson
Chapter 28	Professional Organizations and Publications in Instructional Design and Technology 273
	James D. Klein, Nick Rushby, and Yuyan Su
SECTION VIII	New Directions in Instructional Design and Technology 281
Chapter 29	E-Learning and Instructional Design 281  J. V. Dempsey and Richard N. Van Eck
Chapter 30	Learning Objects 290 Susan Smith Nash
Chapter 31	Networks, Web 2.0, and the Connected Learner 299  Terry Anderson
Chapter 32	Using Rich Media Wisely 309 Ruth Colvin Clark and Richard E. Mayer
Chapter 33	Games and Learning 321  Valerie J. Shute, Lloyd P. Rieber, and Richard Van Eck
Chapter 34	Designing in Virtual Worlds 333  J. V. Dempsey, Rebecca Reese, and Stasia Weston
SECTION IX	CURRENT ISSUES IN INSTRUCTIONAL DESIGN AND TECHNOLOGY 342
Chapter 35	Professional Ethics: Rules Applied to Practice 342  Sharon E. Smaldino, J. Ana Donaldson, and Mary Herring
Chapter 36	Diversity and Accessibility 348  Joél P. Lewis and Stephen M. Sullivan
Chapter 37	The Changing Nature of Design 358  Elizabeth Boling and Kennon M. Smith
Chapter 38	Debate About the Benefits of Different Levels of Instructional Guidance 367
	Richard E. Clark and Michael J. Hannafin
	Epilogue 383

Index 385

Robert A. Reiser and John V. Dempsey