Guest Editorial

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On behalf of the staff of the Journal of Applied Instructional Design, we welcome you to this issue of the journal. Many individuals have contributed mightily to this young journal already, so we also wish to thank AECT and all of you in the field for your work and support. Instructional design is a vibrant and ever-evolving field. We are particularly pleased to offer our readers a number of fine articles which each present fresh insights and contributions to the research, development and practice of instructional design.

When we look back a few short months to the premier issue of JAID, we can see in the comments of Editor Les Moller the value of the journal for our field. As Dr. Moller noted, the journal is "focused on the role and relationships of the scholar-practitioner" who contributes to improving "the practice and knowledge base of ID" (Moller, 2011). We think you will agree that these authors have certainly forwarded the mission and purpose of the journal, and exemplify our theme of emerging aspects of instructional design.

In this issue we are offered examples of unique research and practice that extend the field of instructional design via their contributions in the areas of sound/audio design for learning materials (Bishop & Sonnenschein), instructional design models that are deeply embedded in motivational theories to support a high-technology virtual tutee system (Park & Kim), and design of field experiences for teachers who will increasingly be teaching online (Kennedy & Archambault). Other authors present a new model for instructional design that is exemplified in training for college teaching assistants (Hardre), and an example of design and development research on applied to the a simulation-based nursing education course (Wilson & Klein).

One theme across these articles is "extending" the field of instructional design in new ways. For instance, we have in this issue new models; incorporation of neglected research in motivation; new principles for incorporating a neglected multimedia medium, sound; new principles for training of teachers and TAs; high-tech applications of ID for simulation in medical education; and extending how IDs learn ID by embedding their work in group-based civic service. This work is particularly valuable in our field in a time when instructional design is sometimes seen as a bit old-fashioned or limited. (This author is a dyed-in-the-wool instructional designer, who, of course, disagrees, contending that ID that is limited is the fault of us as designers.)

As readers can see, a theme that is additionally exciting about the manuscripts included in this issue is the breadth of audiences that are benefitting from this new work in applied instructional design. These authors tackle relevant and timely projects that ultimately affect very broad audiences. Bishop and Sonnenschein's principles for audio design can potentially be applied in most multimedia instruction and e-learning, for instance. The work of Park and Kim is being carried out in normal undergraduate college classrooms, not in labs, and involves helping students to read better; who could argue that this skill can enhance the academic career of any college student? These authors have also extended instructional design principles to include considerable motivational and interest-enhancing research and practice, exemplified in a novel virtual tutee (rather than tutor) system, that becomes a practical, and potentially scalable way to apply the tested research on the value of being a tutor to help a student learn. Kennedy and Archambault, based on their many years of research and practice in the world of K-12 virtual schools and online learning, have developed principles that teacher education programs anywhere could apply to the design of field experiences in online and virtual school learning. Their work thus applies to thousands of novice and early-career teachers, as well as, potentially, their thousands to millions of K-12 students. The audience for Hardre's work, too, is very broad; she has developed a new ID model, called SUCCESS; in her manuscript she describes how the model was applied to building training for over 200 teaching assistants. In this project alone, then, her ID work potentially impacts the learning achievement of several thousand college stu-

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she describes how the model was applied to building training for over 200 teaching assistants. In this project alone, then, her ID work potentially impacts the learning achievement of several thousand college students. The work of Wilson and Klein, too, broadens the impact of ID to medical personnel who are engaging in highly-interactive simulations.

We would also like to acknowledge the support and work of many individuals in preparing this issue of JAID. First and foremost, we thank Les Moller, JAID Editor, for the opportunity to guest-edit this issue. Secondly, JaYoun Kwon deserves much appreciation for her service as guest editorial assistant for this issue. We also relied upon the professional service of many guest reviewers as well as the JAID Review Board members who helped with this issue. Finally, as always, we appreciate the hard work on behalf of JAID of Don Robison, Ben Erlandson and Jason Huett.

We look forward to your comments and views as you respond to this issue. As always, we welcome your contributions to JAID.

References

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2012 AECT International Convention

Learning in the Age of Globalization
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This year's convention theme is Learning in the Age of Globalization. Global citizens "must be able to competently negotiate cultural differences, manage multiple identities, comfortably interact with people from different cultures, and confidently move across cultures as well as the virtual and physical worlds" (Zhao, 2007). Converging web, mobile, and social technologies have generated a level of communication and interaction never before possible. In the Age of Globalization, how are these tools being used to enhance learning and prepare students and their organizations to succeed in a global society?