

Publish! Categories of Articles for the *Journal of Applied Instructional Design*

Don Robison, Editor
Eastern Virginia Medical School

Introduction

At the *Journal of Applied Instructional Design (JAID)* we realize that many practicing designers are put off by the idea of publishing. We also realize that the wide-open options for publishing can be daunting. So, in an effort to make publishing with JAID more approachable, we are introducing some new categories of articles. This short article describes the different article types we desire.

To be perfectly candid about our agenda here, one group of practitioners we are trying to attract are those designers who are so busy doing great, creative and effective things, that they don't feel they have the time to publish. Not only that, they aren't incentivized for publishing. If you are one of these people, please consider our **Instructional Design/Performance Design Innovation Report**—it is aimed at you. The idea here is to tell other practitioners what you are doing before the idea gets old and stale.

Thank you for contributing to JAID. Together we can do some amazing things!

Instructional Design Practice. This is an *applied* journal serving a practicing community. Our focus is on what practitioners are doing in authentic contexts and their observed results. These observed results may vary in quality and detail, but the more convincing (i.e., rigorous) the processes and outcome measures, the greater the likelihood the paper will be published in this journal. These articles cover topics of broad concern to instructional design practitioners. The articles should represent issues of practical importance to working designers (Specific Categories of design and practice challenges are outlined below). **(Sub-categories include Analysis Processes, Design Methods, Instructional Strategies, Development Processes, Evaluation Methods, and Performance Technologies)**

Instructional Design/Performance Design Innovation Report. An Innovation Report introduces a new, preliminary approach to a challenge facing the instructional design community. The goal of an Innovation Report is to highlight first steps toward a solution to a common challenge. The report may highlight an innovative pilot or early-stage initiative at a single institution or preliminary research that defines the challenge and/or lays the groundwork for larger-scale approaches to the stated problem. It must also provide enough information to allow the replication of the innovation or continuation of the research in other settings.

Reported innovations must be based in the context of a theoretical framework. Efficacy data is strongly preferred, but not always required, contingent upon the potential generalizability or value of the innovation.

Design Community Challenges. Similar to the Design Practice and Challenges category, these articles focus on practice, but also the unique challenges of a specific instructional design community. These articles address challenges common to practitioners within a specific design community. Examples include an article that addresses common challenges to medical education instructional designers, or another might address common challenges related to user field performance in the EPSS development community.

Perspectives. Perspectives are short invited articles (generally about 750 words in length). They may respond to an accepted article, or may explore two or more sides of an issue. They generally have few tables or figures, if any.

Opinion Essays. Similar to the perspectives category, these more detailed opinion essays comment on or set the context for an article or articles that have been accepted for publication. They can also be essays framed as calls to action to major challenges. Essays generally have few references and rely heavily on the author's perspective and experience to support the argument. Essays may present supportive graphics or images.

[Letters to the Editor guidance on next page]

Letters to the Editor. Letters can be responses to articles in the journal, replies to other letters, or about issues of importance in instructional design. They may not be reports of research or programs, although these may be mentioned briefly if germane to the letters' issues. They must not duplicate other material that has been published or submitted for publication. Letters will be published at the discretion of the editor and are subject to abridgement and editing for style and content.

Letters should be tightly focused and no longer than 400 words (including references). They have no tables or figures and no more than three authors. Submissions do not require an abstract. The cover letter that accompanies submissions must include the full citation of the article or letter being commented upon.

Authors whose published articles are the subject of a Letter to the Editor will be provided the opportunity to respond.

