

From the Editor

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Applied Instructional Design: Learner-Centered, Adaptable to Varied Learning Environments, Powerful and Effective

The staff members of the *Journal of Applied Instructional Design* welcome you to this fall, 2015, issue of the journal. We are grateful to all of you in the applied instructional design community for your many contributions to the journal: first and foremost the Association of Educational Communications and Technology, sponsor of our proudly open-access and online journal; our authors who have contributed their expertise and creativity as scholars to our field; reviewers who have spent many hours providing constructive feedback to our authors, thereby making the journal even better; our home organizations for supporting the journal; and last, but by no means least, members of our Editorial Board and Staff, in particular our Production Editor, Dr. Don Robison, our Associate Editor, Dr. Doug Harvey, our Founding Editor, Dr. Les Moller, and our Assistant Editors. We wholeheartedly thank you all!

In this issue we are excited to present four articles that exhibit the wide range and impact of our always-developing field of instructional design. For example, Sugar and Moore describe the results of their deep investigation, in an admirably long-term study, of the work of the instructional design practitioner. These authors used carefully crafted multiple research methods to show the types of decisions, processes and contributions of a characteristically learner-centered instructional designer. In a study with implications for many high-tech learning environments, development of heuristics for design of high-tech gaming environments for learning are explicated in a rich case study by Finseth. In contrast, Robinson and Martin show how the many stages of one design model are applied to develop and evaluate real-world instruction in the more traditional high school classroom setting, but for the not-so-traditional content of students learning to write memoirs. We wrap up this illuminating set of studies and projects with the work of Koumi, who has developed empirical guidelines for a new approach, audiovision, to address the challenges of students and teachers in nomadic learning settings in Nigeria.

We hope you will enjoy these authors' works as much as we have enjoyed them. We encourage YOU all to contribute your applied instructional design best practices and research to the *Journal of Applied Instructional Design* in the near future. We look forward to your responses to this issue of the journal.

Also, we are looking for a few more great reviewers. To volunteer, please write me at Savenye@asu.edu.

Sincerely,

Willi Savenye, PhD, Editor *JAID*