

# Guest Editorial

**Wilhelmina C. Savenye, Ph.D.**  
**Arizona State University**  
**Associate Editor**

We are so pleased to welcome you, on behalf of all of the staff of the *Journal of Applied Instructional Design*, to our newest issue of the journal. We are grateful once again to all of the individuals who have contributed to this issue, including, of course, the authors, but also editorial board members, guest reviewers and you all, our readers.

In this issue, we present the recent work of a set of emerging scholars, fresh voices that reflect not only the vibrancy of our field, but new directions and evolving strategies for instructional design. The authors' instructional design research, theory and practice represent varied technologies and delivery systems, and provide for us a deep view of several components of the instructional design process.

The authors present views and research on designing learning materials across the gamut of technologies, from instructional learning aids that are presented in both print and digital form, to wikis for student collaboration and group projects, to virtual worlds for learning. We are invited to learn more about many aspects of instructional design for online learning systems, with an emphasis in some papers on improving e-learning delivery aspects and efficiency, in addition to learning.

The research presented includes, too, work across the spectrum of activities we call instructional design. There is needs assessment data collected to enhance the decisions made by designers both early in the development process and in later stages of design, when learning systems are being considered for improvement. Many of the papers included in this issue commendably include considerable, and rich, evaluation data, to not only improve their specific learning projects, but to provide all of us in the field with data that may enhance our own work. For example, designers who read this issue may find they, too, would like to utilize error analysis more fully in their own work.

Perspectives which form the foundation of instructional design and development also vary greatly, and are well represented in this issue.

The research and design projects presented here also meet the needs of many types of audiences, from learners in business settings who must navigate the sometimes tricky world of human personnel issues, to college and university students in undergraduate and graduate courses, to K-12 students and their teachers using an innovative virtual world in a problem-based engineering challenge. Represented in this issue as well is a focus on the needs of experienced technology-using online faculty.

We hope you enjoy this issue, and welcome your comments and contributions to the ongoing dialogue this journal represents.

Please join us in thanking those who helped make this issue possible. First, we appreciate all of our authors and those of you who are preparing or submitting instructional design research and development manuscripts for the journal. We recognize that YOU all ARE our field, and are the foundation of our future. We also thank our editor, Les Moller, for providing the chance to guest-edit this issue of JAID. As always, we thank our staff, Don Robison, Production Editor; Ben Erlandson, Assistant Editor; and Douglas Harvey, Associate Editor.