Instructional Design in Higher Education: Defining an Evolving Field

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Annotated Bibliography

Berrett, Dan. (2016, February 29). Instructional Design: Demand growth for a new breed of academic. The Chronicle of Higher Education. Retrieved from https://www.chronicle.com/.

This article focuses on the emerging role of instructional designers in higher education. It discusses an important trend which is the growing concern with the quality of teaching and learning in higher education contexts. The author also notes how the growth of online learning on college campuses and increased technical capabilities of the institutions has contributed to the increased demand for instructional designers. The article draws on the experiences of prominent figures in the field.

Intentional Futures (2016, April). Instructional design in higher education: A report on the role, workflow, and experience of instructional designers. Intentional Futures. Retrieved from https://intentionalfutures.com.

This report from Intentional Futures provides an insight into instructional design from the viewpoint of practitioners in the field. It suggests that the profession is in flux and, at the same time, emerging as a potential key resource for innovative institutions looking to improve learning outcomes. Intentional Futures surveyed 853 instructional designers to ascertain their opinions on their background, role, and experience. This report is distinctive in providing profiles of some typical instructional design professionals one might find on a U.S. campus at different stages of their careers.

Lieberman, M. (2018, April 25). Peer Mentoring for Instructional Designers Pays Off. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/.

This article reports on the first year of a peer-mentoring program, ID2ID. The author describes how the initiative was developed to provide instructional designers with the opportunity to share their experience, skills, and techniques with other practitioners in an attempt to overcome common challenges faced. The article discusses the successes of the program and the planned improvements for future iterations.

Linder, K. & Dello Stritto, M.E. (2017). *Research Preparation and Engagement of Instructional Designers in U.S. Higher Education*. Corvallis, OR: Oregon State University Ecampus Research Unit.

This study explores the research engagement and formal training of instructional designers in institutions of higher education. The authors surveyed 311 instructional designers to investigate how they are using and engaging in research on teaching and learning in their current roles, what previous training they have received in research methods and design, and whether they feel prepared to conduct research on teaching and learning in their current roles. This article provides an in-depth account of the survey responses, offering an insight into the *current role* of instructional designers in teaching and learning research.

Milosch, T. (2018, January 17). Building a Collaborative Instructor-Instructional Designer Relationship. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/.

This article examines the role of instructional designers and describes an integrated approach to enhancing collaboration with faculty in the online course development process. This article provides a unique approach to addressing the issue which encourages instructional designers and faculty to experience each other's worlds and learn from each other. The author highlights the need to define the separate roles but also to provide faculty with training and resources regarding online pedagogy and encourages instructional designers to engage in online teaching.

O'Malley, Sharon. (2017). What Do Instructional Designers Do? Inside Higher Ed. Retrieved from https://www.insidehighered.com/.

This article describes how the role of instructional designers has changed and evolved. The article provides an insight into the historical origins of the profession as well as the current state of affairs with instructional design roles in higher education settings. The author discusses the qualifications and educational degrees of professionals who hold instructional design positions. The author also touches upon how faculty perceive instructional designers and the associated challenges.

Tate, Emily. (2017, May 10). Easing Instructional Designer -Faculty Conflicts. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/.

This article discusses challenge of navigating the relationship between instructional designers and faculty members. Following interviews with instructional design teams, the author outlines four practical strategies for alleviating faculty resistance to instructional designer interventions in teaching and learning environments. This related to (1) pairing individuals, (2) role clarification, (3) time commitments, and (4) negotiation.

Seaman, J., Allen, I., & Seaman, J. (2018). Grade increase: Tracking distance education in the United States. Retrieved from Online Learning Consortium website: https://onlinelearningconsortium.org/

This report released by the Babson Survey Research Group and co-funded by the Online Learning Consortium (OLC), Pearson, WCET, StudyPortals, and Tyton Partners outlines the current state of online learning in U.S Higher Education. The report provides a breakdown of distance education enrollments and identifies trends relating to where students study, the level they study at, and where students come from. Comparisons are also drawn between distance education figures and overall higher education figures. Most significantly, the report notes that distance enrollment in Higher Education has increased for the 14th straight year.