# Instructional Design: International Perspectives I: Volume I: Theory, Research, and Models:volume Ii: Solving Instructional Design Problems: 1

*From Routledge*



**Instructional Design: International Perspectives I: Volume I: Theory, Research, and Models:volume Ii: Solving Instructional Design Problems: 1**
From Routledge

Instructional design theory and practice has evolved over the past 30 years from an initial narrow focus on programmed instruction to a multidimensional field of study integrating psychology, technology, evaluation, measurement, and management. The growth of instructional design (ID) has occurred because of direct needs, problems, and goals from society. Its application in planning instruction first developed in the United States with the Department of Defense during World War II with the purpose of meeting immediate concerns for effective training of larger numbers of military personnel. From the beginning, ID has rapidly expanded into applications in industrial and executive training, vocational training, classroom learning, and professional education. Although ID has its roots in the U.S., applications and theoretical growth is an international activity. However, literature at the international level is still limited to either individual author contributions or collections primarily represented by single countries. As a result, there is no standard reference source that contains the rich variety of theories and applications to form the international foundation for the field.

The goal of this two-volume set is to establish international foundations for ID theory, research, and practice within the framework of the two following objectives:
* to identify and define the theoretical, research, and model foundations for ID, and
* to bridge the gap between ID foundations and application.

Volume I includes chapters on philosophical and theoretical issues on learning theory and ID models. Volume II provides an overview of the state of the art of solving ID problems. The contributors offer contrasting points of view which provide a rare opportunity to see the diversity and complexity in the field. The editorial committee has selected a wide range of internationally known authors to

make presentations in the topic areas of the field.

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## Editorial Review

Review

*...this volume set serves an essential reference for anyone studying, researching, or practicing in the field of ID.*
*—Contemporary Psychology*

*This book provides a good overview of the field of instructional design- its diversity, shared strengths, and points of contention.*
*—Journal of Educational Computing Resea*

About the Author
Norbert M. Seel is chair and professor for research on learning and instructional design, as well as the head of the Department of Educational Sciences at the Albert-Ludwigs-University at Freiburg, Germany. His research interests include model-based learning and thinking, inductive reasoning and complex problem solving, the investigation of exploratory learning within technology-enhanced environments, and processes of decision making in instructional design. Seel has published 16 books, among them the textbook, "Psychology of Learning (2nd ed.), as well as numerous refereed journal articles and book chapters in the area of cognitive psychology, research on learning, and instruction. He is one of the editors of the two volumes "Instructional Design: International Perspectives and is the European editor of the journal "Technology, Instruction, Cognition, and Learning.
Sanne Dijkstra is emeritus professor of instructional technology in the Faculty of the Behavioral Sciences at the University of Twente, The Netherlands. He has been assistant and associate professor of experimental and educational psychology at the Free University of Amsterdam. In 1982 Dijkstra became full professor of education at the University of Twente--the assignment encompassed the responsibility for the research and teaching of instructional design theories and models, as well as the training of teachers of chemistry, mathematics, and physics. His areas of interest include the psychology of cognition and cognitive processes, and industrial and educational psychology. Much of his research publications are on instructional design and the effectiveness and efficiency of the models used. He has a strong interest in theacquisition of knowledge and skills by solving problems.

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need in this era.

**Ryan Wysocki:**

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