

Introduction

Aims and Scope

The purpose of this book is to provide guidelines and best practices for how to lead instructional design efforts in higher education. The audience for this book are instructional designers and technologists working at 2-year and 4+ year degree institutions. This book provides instructional designers and technologists with templates, suggestions for best practices, and ways that they can leverage instructional design to support learning.

This book will be open access, and thus free to use, reuse, revise, remix, and redistribute (see [Wiley, 2009](#)), and will be distributed via [EdTechBooks.org](#).

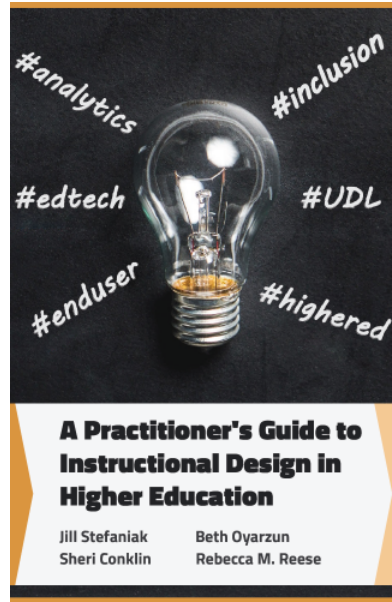
This book was developed as part of the [EdTechBooks.org](#) library of open textbooks. Thus, this book is openly licensed (CC-BY-NC) and free to use, reuse, revise, remix, and redistribute, with proper citation. This platform provides many innovative features for students and faculty, including the following:

- Openly Licensed for Continuous Improvement—Because the book is openly licensed, it can be updated continuously as needed. If you notice errors in the book or content that is out of date, please inform us or the author of the chapter.
- Chapter Surveys—At the end of each chapter is a survey to provide feedback on the chapter’s content and writing. Please fill out these surveys as they will help us to improve future versions of the book.
- Available for Customization—Because of its open license, each department can customize the book to meet their needs, including customization to support both graduate and undergraduate education. The following is potential wording you could use in your remixed version of the book: “This textbook is a revision of *Design for Learning: Principles, Processes, and Praxis*, available at <https://edtechbooks.org/id> edited by [Dr. Jason K. McDonald](#) and [Dr. Richard E. West](#) of [Brigham Young University](#).”
- Different Versions To Improve Accessibility—Each chapter can be read online or downloaded as a PDF for offline reading, in addition to audio versions of some chapters. You can also share the book or any chapter through the QR codes available in the top right of the window, or the social media icons.
- Online/Social Annotation—Online and social annotation of the chapters is possible through Hypothes.is integration (free Hypothes.is accounts available at <https://web.hypothes.is/>), through a menu available in the upper right of the window.
- Analytics—Powerful chapter/book analytics provide authors with data about the significance of their work.

To cite a chapter from this book in APA, please use the suggested citation found at the chapter's end.

Suggested Citation

Stefaniak, J., Conklin, S., Oyarzun, B., Reese, R. (2021). *A practitioner's guide to instructional design design in higher education*. EdTech Books. https://edtechbooks.org/id_highered



Stefaniak, J. E., Conklin, S., Oyarzun, B. , & Reese, R. M. (2021). *A Practitioner's Guide to Instructional Design in Higher Education*. EdTech Books.

https://edtechbooks.org/id_highered