

Editor's welcome

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Welcome to this special edition of the Journal of Computing in Higher Education. The articles in this issue focus on the instructional design process and the preparation of instructional designers. Instructional design is traditionally closely aligned with instructional technology; so much so that many refer to the discipline as instructional design/technology. We are honored to serve as guest editors for this special issue of JCHE and hope the articles that comprise this issue help articulate critically important aspects of the instructional design process as well as issues associated with the education of instructional designers.

With the ever-growing demands placed upon our field, instructional designers must be equipped with the necessary tools and strategies to succeed professionally. To support this effort research and theory must emerge that helps to advance the discipline in general. The articles in this issue address these concerns, and we believe each article is an important contribution to the instructional design literature.

Educational technology competencies are identified in the validation study conducted by Albert Ritzhaupt and Florence Martin. Ahmed Lachheb and Elizabeth Boling instructional tools used in practice to further inform design education. Close examination is given to perceived constraints that instructional designers face while working on projects and the impact this has on their training in a study by Jill Stefaniak, John Baaki, Brent Hoard, and Laura Stapleton.

Recognizing the role that instructional designers serve on project teams, Victoria Lowell and Iryna Ashby discuss the need for developing feedback skills in instructional designers. James Klein and Anne Mendenhall explore how Merrill's First Principles of Instruction were used by a design team to make design decisions.

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Several articles address strategies for preparing instructional designers in graduate programs. Michael Matthews and Stephen Yanchar have explored instructional designers' underlying views of learner responsibility for their own learning, and how those views informed design practice. Patricia Slagter van Tryon, Jason MacDonald, and Atsusi Hirumi explore how three different instructional design programs are working to prepare the next generation of designers. Aysenur Ozyer and Brent Wilson discuss the role that graduate programs have on fostering instructional designers' professional identities. Abbie Brown and Tim Green explore what lies ahead for design education and how we can enhance instructional design expertise moving beyond the teaching of ID models.

Compliance with ethical standards

Conflict of interest The authors report that there are no conflicts of interest associated with this paper.

Abbie Brown, PhD is a professor of instructional technology at East Carolina University. He is coauthor of *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice*, 3rd Edition (Routledge), and co-producer of the podcast series, *Trends & Issues in Instructional Design, Educational Technology, & Learning Sciences*. Dr. Brown served as editor-in-chief of the journal *Tech Trends* (2009-2012) and is a recipient of the University of North Carolina Board of Governors Award for Excellence in Teaching. His most recent book publication is, *The Educator's Guide to Producing New Media and Open Educational Resources* (Routledge), co-authored with Tim Green.

Jill Stefaniak, PhD is an assistant professor in the Instructional Design & Technology Program at Old Dominion University. Her research interests focus on the professional development of instructional designers, contextual factors implicating design decisions, and instructional strategies for situated learning environments.