

Jason K McDonald

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Education

PhD, Brigham Young University (Provo, UT), Department of Instructional Psychology & Technology, 2006

Dissertation Title – Technology I, II, and III: Criteria for Understanding and Improving the Practice of Instructional Technology

Major Professor: Andrew S. Gibbons

MS, Brigham Young University (Provo, UT), Department of Instructional Psychology & Technology, 2003

Thesis Title – The Rise and Fall of Programmed Instruction: Informing Instructional Technologists Through a Study of the Past

Major Professor: Russell T. Osguthorpe

BS Magna cum Laude, Brigham Young University (Provo, UT), Department of Sociology, 1999.

Minor: Business Management; Member: Phi Kappa Phi; Golden Key

Publications

Journal articles

McDonald, J. K., Balzotti, J., Franklin, M., Haws, J., & Rowan, J. (in press). “Are these people real?” Designing and playtesting an alternative reality, educational simulation.

International Journal of Designs for Learning.

McDonald, J. K. (in press). The everydayness of instructional design and the pursuit of quality in online courses. *Online Learning*.

Balzotti, J., Haws, K., Rogers, A. A., McDonald, J. K., & Baker, M. J. (2022). Microcore: Using online playable case studies to increase student engagement in online writing environments. *Journal of Applied Instructional Design*, 11(3).

https://edtechbooks.org/jaid_11_3/_microcore_using_onl

McDonald, J. K., Elsayed-Ali, S., Bowman, K., & Rogers, A. A. (2022). Considering what faculty value when working with instructional designers and instructional design teams.

Journal of Applied Instructional Design, 11(3).

https://edtechbooks.org/jaid_11_3/_considering_what_fa

Zundell, R. S., Sowards, W., Howell, S. L., & McDonald, J. K. (2022). Introducing undergraduates to instructional design in a graduate studio: An experiential model-centered

approach. *Journal of Applied Instructional Design*, 11(3).
https://edtechbooks.org/jaid_11_3/introducing_undergra

McDonald, J. K., & Michela, E. (2022). “This uncertain space of teaching”: How design studio instructors depict design critiques along with themselves when giving critiques. *Journal of the Scholarship of Teaching and Learning*, 22(1), 48-66.
<https://doi.org/10.14434/josotl.v22i1.30888>

McDonald, J. K., Stefaniak, J. & Rich, P. J. (2022). Expecting the unexpected: A collaborative autoethnography of instructors’ experiences teaching advanced instructional design. *TechTrends*, 66(1), 90-101. <https://doi.org/10.1007/s11528-021-00677-7>

Stefaniak, J., & McDonald, J. K. (2022). Introduction to the special issue on ethnographic experiences in learning design. *TechTrends*, 66(1), 2-3. <https://doi.org/10.1007/s11528-021-00691-9>

McDonald, J. K., Bowman, K., & Elsayed-Ali, S. (2021). Objectivation in design team conversation. *Design Studies*, 77, Article 101045.
<https://doi.org/10.1016/j.destud.2021.101045>

McDonald, J. K., & Rogers, A. A. (2021). “I can do things because I feel valuable”: Authentic project experiences and how they matter to instructional design students. *Journal of Applied Instructional Design*, 10(2). https://edtechbooks.org/jaid_10_2/i_can_do_things_beca

McDonald, J. K., Jackson, B. D., & Hunter, M. B. (2021). Understanding distinctions of worth in the practices of instructional design teams. *Educational Technology Research and Development*, 69(3), 1641-1663. <https://doi.org/10.1007/s11423-021-09995-2>

Giboney, J. S., McDonald, J. K., Balzotti, J., Hansen, D. L., Winters, D., & Bonsignore, E. (2021). Increasing cybersecurity career interest through playable case studies. *TechTrends*, 65(4), 496-510. <https://doi.org/10.1007/s11528-021-00585-w>

McDonald, J. K., & Michela, E. (2020). ‘This is my vision’: How students depict critiques along with themselves during critiques. *Journal of Design Research*, 18(1/2), 57-79.
<https://doi.org/10.1504/JDR.2020.10033227>

Stefaniak, J., Reese, R. M., & McDonald, J. K. (2020). Design considerations for bridging the gap between instructional design pedagogy and practice. *Journal of Applied Instructional Design*, 9(3). https://edtechbooks.org/jaid_9_3/instructional_design_pedagogy

McDonald, J. K., & Yanchar, S. C. (2020). Towards a view of ordinary theory in instructional design. *Educational Technology Research and Development*, 68(2), 633-651.
<https://doi.org/10.1007/s11423-019-09734-8>

- McDonald, J. K. (2019). Designing for informal learning: The case of a mobile eReader. *International Journal of Designs for Learning*, 10(1), 91-102. <https://doi.org/10.14434/ijdl.v10i1.23546>
- McDonald, J. K., West, R. E., Rich, P. J., & Pflieger, I. (2019). "It's so wonderful having different majors working together": The development of an interdisciplinary design thinking minor. *TechTrends*, 63(4), 440-450. <https://doi.org/10.1007/s11528-018-0325-2>
- McDonald, J. K., & Michela, E. (2019). The design critique and the moral goods of studio pedagogy. *Design Studies*, 62, 1–35. <https://doi.org/10.1016/j.destud.2019.02.001>
- McDonald, J. K., Rich, P. J., & Gubler, N. B. (2019). The perceived value of informal, peer critique in the instructional design studio. *TechTrends*, 63(2), 149-159. <https://doi.org/10.1007/s11528-018-0302-9>
- Brau, R. I., Gardner, J. W., Webb, G. S., & McDonald, J. K. (2019). Teaching plan-do-study-act (PDSA) in a supply chain context: A paper football in-class activity. *Decision Sciences Journal of Innovative Education*, 17(1), 6-32. <https://doi.org/10.1111/dsji.12171>
- McDonald, J. K. (2018). The instructional design studio as an example of model-centered instruction. *Journal of Applied Instructional Design*, 7(2), 5-16. https://docs.wixstatic.com/ugd/c9b0ce_e052a41d352b4af58c9e9b771256e0a6.pdf
- Slagter von Tryon, P. J., McDonald, J. K., & Hirumi, A. (2018). Preparing the next generation of instructional designers: A cross-institution faculty collaboration. *Journal of Computing in Higher Education*, 30(1), 125-153. doi:10.1007/s12528-018-9167-3
- Matthews, M. T., Williams, G. S., Yanchar, S. C., & McDonald, J. K. (2017). Empathy in distance learning design practice. *TechTrends*, 61(5), 486-493. doi:10.1007/s11528-017-0212-2
- McDonald, J. K. (2016). Embracing the danger: Accepting the implications of innovation. *Educational Technology*, 56(6), 14-17.
- Hadlock, C. A., & McDonald, J. K. (2014). Design-driven innovation as seen in a worldwide, values-based curriculum. *Educational Technology*, 53(4), 15-22.
- McDonald, J. K. (2011). The creative spirit of design. *TechTrends*, 55(5), 53-57.
- McDonald, J. K. (2010). Resisting technological gravity: Using guiding principles for instructional design. *Educational Technology*, 50(2), 8-13.
- McDonald, J. K. (2009). Imaginative instruction: What master storytellers can teach instructional designers. *Educational Media International*, 46(2), 111-122.

McDonald, J. K., & Gibbons, A. S. (2009). Technology I, II, and III: Criteria for understanding and improving the practice of instructional technology. *Educational Technology Research and Development*, 57(3), 377-392.

McDonald, J. K., Yanchar, S. C., & Osguthorpe, R. T. (2005). Learning from programmed instruction: Examining implications for modern instructional technology. *Educational Technology Research and Development*, 53(2), 84-98.

Books and book chapters

McDonald, J. K. (2022). A framework for phronetic LDT theory. In Leary, H., Greenhalgh, S. P., Staudt Willet, K. B., & Cho, M-H. (Eds.), *Theories to influence the future of learning design and technology*. Ed Tech Books. Retrieved from https://edtechbooks.org/theory_comp_2021/framework_phronetic_LDT_mcdonald.

McDonald, J. K. (2022). Preparing instructional design students for reflective practice. In Stefaniak, J. E., & Reese, R. M. (Eds.), *The instructional design trainer's guide: Authentic practices and considerations for mentoring for ID and ed tech professionals* (pp. 29-37). Routledge.

McDonald, J. K. (2021). Instructional design as a way of acting in relationship with learners. In B. Hokanson, M. Exter, A. Grincewicz, M. Schmidt, & A. A. Tawfik (Eds.), *Learning: Design, engagement, and definition* (pp. 41–55). Springer Nature Switzerland AG. https://doi.org/https://doi.org/10.1007/978-3-030-85078-4_4

Neupane, A., Gedris, K., McDonald, J. K., Hansen, D. L., & Balzotti, J. (2021). Balancing competing goods: Design challenges associated with complex learning. In B. Hokanson, M. Exter, A. Grincewicz, S. Matthew, & A. A. Tawfik (Eds.), *Learning: Design, engagement and definition* (pp. 181–190). Springer Nature Switzerland AG. https://doi.org/https://doi.org/10.1007/978-3-030-85078-4_14

McDonald, J. K., Michela, E. & Rich, P. J. (2021). Navigating worlds of significance: How design critiques matter to studio participants. In Zollinger, S. W., & Nyboer, J. (Eds.), *Effective design critique strategies across disciplines*. University of Minnesota Publishing. Retrieved from <https://doi.org/10.24926/edc.202>

Eichler, B., and McDonald, J. K. (2021). Implementation and instructional design. In McDonald, J. K., & West, R. E. (Eds.), *Design for learning: Principles, processes, and praxis*. Ed Tech Books. Retrieved from https://edtechbooks.org/id/implementation_and_i

McDonald, J. K. (2021). The design of holistic learning environments. In McDonald, J. K., & West, R. E. (Eds.), *Design for learning: Principles, processes, and praxis*. Ed Tech Books. Retrieved from https://edtechbooks.org/id/the_design_of_holistic

McDonald, J. K. & West, R. E. (Eds.) (2021). *Design for learning: Principles, processes, and praxis* (1st ed.). Ed Tech Books. Retrieved from <https://edtechbooks.org/id/>

- McDonald, J. K. (2021). The Skinnerian teaching machine (1953-1968). In Boling, E., Gray, C. M., Howard, C. D. , & Baaki, J.(Eds.), *Historical instructional design cases: ID knowledge in context and practice* (pp. 85-103). Routledge.
- McDonald, J. K., West, R. E., Rich, P. J., & Hokanson, B. (2020). Instructional design for learner creativity. In Bishop, M. J., Boling, E., Elen, J., & Svihla, V. (Eds.), *Handbook for research in educational communications and technology* (5th ed., pp. 375-399). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-36119-8_17
- Johnson, M. C., Seawright, L. L., & McDonald, J. K. (2020). A design case of an enterprise-wide learning management system. In Bishop, M. J., Boling, E., Elen, J., & Svihla, V. (Eds.), *Handbook for research in educational communications and technology* (5th ed., pp. 675-688). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-36119-8_31
- Michela, E., & McDonald, J. K. (2020). Relationships, feedback, and student growth in the design studio: A case study. In Hokanson, B., Clinton, G., Tawfik, A. A., Grincewicz, A., & Schmidt, M. (Eds.), *Educational technology beyond content: A new focus for learning* (pp. 183-192). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-37254-5_16
- Winters, D. M., McDonald, J. K., Hansen, D. L., Johnson, T. W. Balzotti, J., Bonsignore, E., & Giboney, J. S. (2020). The playable case study: An online simulation for skill and attitudinal learning. In Hokanson, B., Clinton, G., Tawfik, A. A., Grincewicz, A., & Schmidt, M. (Eds.), *Educational technology beyond content: A new focus for learning* (pp. 127-140). Springer Nature Switzerland AG. http://doi.org/10.1007/978-3-030-37254-5_11
- McDonald, J. K. (2008). Translate to communicate: Facilitating client understanding of design languages. In L. Botturi & S. T. Stubbs (Eds.), *Handbook of visual languages for instructional design: Theories and practices* (pp. 18-32). IGI Global.

Presentations and Conference Proceedings

- McDonald, J. K. (2022, November). *Do it well. Make it yours*. Presentation at the annual BYU Learning Edge conference, Provo, UT.
- Earnshaw, Y., Johnston, J. C., & McDonald, J. K. (2022, October). *Preparing instructional designers for the workplace: Integrating project management skills*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.
- Johnston, J. C., Earnshaw, Y., McDonald, J. K., & Stefaniak, J. (2022, October). *Preparing future practitioners for the complexity of ID project management*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.
- Stefaniak, J., Reese, R., Lockee, B., Romero-Hall, E., Sockman, B. R., & McDonald, J. K. (2022, October). *Authentic practices and considerations for ID professionals*. Panel

discussion at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.

McDonald, J. K. (2022, October). *The unplanned, emergent methods of instructional design teams*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.

Stefaniak, J., McDonald, J. K., Lohman, L., Boer, P., Romero-Hall, E., Ren, X., Koehler, A., & Moon, J. (2022, October). *Ethnographic experiences in learning design*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.

Bonsignore, E., Hansen, D., Hickey, D., Piety, P., Chartrand, G., Gedris, K., Cross, M., Giboney, J., Balzoti, J., McDonald, J. K., Kartchner, K. (2022, June). *The playable case study authoring and simulation platform*. Paper presented at the annual meeting of the International Society of the Learning Sciences, Hiroshima, Japan, and online convention.

McDonald, J. K., & West, R. E. (2021, November). *Envisioning design in the post-pandemic era of learning*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Chicago, IL.

McDonald, J. K. (2021, November). *"I can do things because I feel valuable": Authentic project experiences in instructional design education*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Chicago, IL.

Slagter von Tryon, P. J., Hirumi, A., & McDonald, J. K. (2021, November). *Preparing the next generation of instructional designers: Prerequisite skills for beginning study in instructional design*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Chicago, IL.

McDonald, J. K., Stefaniak, J., Rich, P. J. (2021, November). *Collaborative autoethnography of instructors' experiences teaching advanced instructional design*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Chicago, IL.

Beese, E. B., Honebein, P. C., Reigeluth, C. M., McDonald, J. K. (2021, November). *Three visiosn of the scholarly bridge between research and practice*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Chicago, IL.

McDonald, J. K. (2021, November). *A framework for phronetic LDT theory*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Chicago, IL.

- McDonald, J. K. (2021, September). *Project management in instructional design*. Keynote presentation at the Georgia Association for Instructional Technology Webinar Series, online meeting.
- Laufer, K., & McDonald, J. K. (2020, November). *Experiential learning research opportunities*. Panel discussion at the 2020 Experiential Learning Summit Series, online convention.
- Hirumi, A., Slagter van Tryon, P. J., McDonald, J. K., & Hokanson, B. (2020, November). *Fostering creativity in the next generation of instructional designers*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, online convention.
- McDonald, J. K., & West, R. E. (2020, November). *Design for learning: Principles, processes, and praxis. An open textbook for instructional design*. Presentation at the annual meeting of the Association for Educational Communications and Technology, online convention.
- Stefaniak, J., Stapleton, L., Conklin, S. A., & McDonald, J. K. (2020, November). *Mitigating uncertainty: An exploration of design thinking strategies to support design challenges in real-world contexts*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, online convention.
- McDonald, J. K., & West, R. E. (2020, November). *Design for learning: Principles, processes, and praxis. An open textbook for instructional design*. Poster presented at the annual meeting of the Association for Educational Communications and Technology, online convention.
- McDonald, J. K. (2020, March). *"This is my vision": How students depict feedback along with themselves when receiving feedback*. Presentation at the annual Teaching for Learning Conference (T4LConf2020), Provo, UT.
- McDonald, J. K., Hunter, M., & Jackson, B. (2019, October). *Being an instructional designer: Understanding their world of significance*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.
- Graham, C. R., & McDonald, J. K. (2019, January). *Renewal on campus: The creation of the design thinking minor*. Presentation at the BYU-Public School Partnership Leaders Associates Meeting, St. George, UT.
- McDonald, J. K., Hansen, D. L., Balzotti, J., Johnson, T., Winters, D. M., Giboney, J., & Bonsignore, E. (2019, January). *Designing authentic cybersecurity experiences: Lessons from the Cybermatics playable case study*. Paper presented at the 52nd Hawaii International Conference on System Sciences (HICSS), Maui, HI.
- Giboney, J., Hansen, D. L., McDonald, J. K., Balzotti, J., Johnson, T., Winters, D. M., & Bonsignore, E. (2019, January). *Theory of experiential career exploration technology (TECET): Increasing cybersecurity career interest through playable case studies*. Paper

presented at the 52nd Hawaii International Conference on System Sciences (HICSS), Maui, HI.

McDonald, J. K. (2018, November). *Design thinking: Developing student creativity*. Presentation at the annual BYU Learning Edge conference, Provo, UT.

McDonald, J. K., Slagter von Tryon, P. J., Hirumi, A., & Young, P. (2018, October). *Facilitating "learning for all" through the preparation of the next generation of instructional designers*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Kansas City, MO.

McDonald, J. K., & Michela, E. (2018, October). *The significance of the critique in the ecology of design studio education*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Kansas City, MO.

Michela, E., & McDonald, J. K. (2018, October). *Mentorship through critique: A case study*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Kansas City, MO.

Stefaniak, J., Reese, R. R., Ralston-Berg, P., Ritzhaupt, A. D., Resig, J., & McDonald, J. K. (2018, October). *Design considerations for bridging the gap between practice and pedagogy*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Kansas City, MO.

Wilson, B. G., Asino, T. I., Lowenthal, P., McDonald, J. K., & Stefaniak, J. (2018, October). *Becoming learning designers: A journey for new professionals (with help from academic programs)*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Kansas City, MO.

Winters, D. M., McDonald, J. K., Hansen, D. L., & Balzotti, J. (2018, October). *Cybermatics playable case study: Teaching cybersecurity through interactive simulations*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Kansas City, MO.

McDonald, J. K. (2017, November). *A framework for classifying design studio pedagogy*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Jacksonville, FL.

Slagter von Tryon, P. J., Hirumi, A., & McDonald, J. K. (2017, November). *Preparing the next generation of instructional design leaders*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Jacksonville, FL.

McDonald, J. K. (2016, October). *Surviving and thriving during digital disruption*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Las Vegas, NV.

- McDonald, J. K. (2016, September). *Improving studio pedagogy: Theory and practice*. Presentation at the USU Instructional Technology and Learning Sciences seminar, Logan, UT.
- McDonald, J. K. (2016, June). *Design empathy: Case study*. Presentation at the annual meeting of the Instructional Design Learning Community, Salt Lake City, UT.
- McDonald, J. K. (2016, June). *Design empathy: Foundations*. Presentation at the annual meeting of the Instructional Design Learning Community, Salt Lake City, UT.
- Howell, S. L., Nielson, D. C., McDonald, J. K., & Seawright, L. L. (2013, November). *Working as a design professional*. Presentation at the annual meeting of the Instructional Design Learning Community, Salt Lake City, UT.
- McDonald, J. K. (2013, November). *Authentic storytelling*. Presentation at the annual meeting of the Instructional Design Learning Community, Salt Lake City, UT.
- McDonald, J. K. (2011, June). *Using social media in instructional products*. Presentation at the annual meeting of the Social Technology Council. Salt Lake City, UT.
- McDonald, J. K. (2010, December). *Imaginative instruction*. Presentation at the Northern Iowa University Instructional Technology seminar, Cedar Falls, IA.
- McDonald, J. K. (2010, October). *Resisting technological gravity: Using guiding principles for instructional design*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Anaheim, CA.
- McDonald, J. K. (2010, September). *Imagination, creation, inter-discipline: Guiding principles for HPT*. Presentation at ISPI-Utah, Salt Lake City, UT.
- McDonald, J. K. (2010, June). *Resisting technological gravity: Using guiding principles for instructional design*. Presentation at the 6th annual Teaching with Technology Idea Exchange, Salt Lake City, UT.
- McDonald, J. K. (2009, October). *Imaginative instruction: What master storytellers can teach instructional designers*. Presentation at the annual meeting of the Association for Educational Communications and Technology, Louisville, KY.
- Gibbons, A. S., & McDonald, J. K. (2008, June). *Operational principles*. Presentation at the 4th annual Teaching with Technology Idea Exchange, Orem, UT.
- McDonald, J. K. (2008, June). *Imaginative instruction: What master storytellers can teach instructional designers*. Presentation at the 4th annual Teaching with Technology Idea Exchange, Orem, UT.

- Singley, B. G., Hotchkiss, R. H., & McDonald, J. K. (2008, June). *Computer-based instruction for engineering education in the developing world*. Paper presented at the Conference of the American Society for Engineering Education, Pittsburg, PA.
- McDonald, J. K. (2007, October). *Technological gravity*. Paper presented at the annual meeting of the Association for Educational Communications and Technology, Anaheim, CA.
- Botturi, L., Stubbs, S. T., Derntl, M., Gibbons, A. S., Hokanson, B., McDonald, J. K., & Parrish, P. (2007, October). *Creativity and method: Exploring design languages in instructional design*. Panel discussion at the annual meeting of the Association for Educational Communications and Technology, Anaheim, CA.
- McDonald, J. K., & Rogers, P. C. (2007, September). *Principle-based design: Adjusting instructional approaches for new environments*. Paper presented at the Open Education 2007 conference, Logan, UT.
- McDonald, J. K. (2007, September). *Selecting product alternatives*. Presentation to the Salt Lake Product Management Association, Salt Lake City, UT.
- Osguthorpe, R. T., Rogers, P. C., & McDonald, J. K. (2007, April). *Raising expectations by improving instructional help*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
- McDonald, J. K. (2007, January). *Technological gravity*. Presentation at the Wayne State University Instructional Technology seminar, Detroit, MI.
- McDonald, J. K. (2006, November). *Participatory prototyping: Improving faculty participation in technology-mediated instruction*. Paper presented at the Fourth International Conference on Multimedia and Information and Communication Technologies in Education, Seville, Spain.
- Hotchkiss, R. H., McDonald, J. K., & Singley, B. G. (2006, November). *Extending sedimentation education to the developing world through instructional simulations*. Paper presented at the International Sediment Initiative (ISI) Conference, Khartoum, Sudan.
- McDonald, J. K. (2005, November). *Using collaborative educational tools*. Presentation at the 2nd Annual BYU Teach-nology Conference, Provo, UT.
- McDonald, J. K. (2005, November). *A multimedia lesson on random sampling*. Presentation at the 2nd Annual BYU Teach-nology Conference, Provo, UT.
- Gibbons, A. S., McDonald, J. K. (2005, June). *Technological gravity*. Paper presented at the Global Chinese Conference on Computers in Education (GCCCE) 2005, Laie, HI.

Granata, G. G. & McDonald, J. K. (2004, March). *Usability concerns of the Blackboard Content Management System*. Paper presented at the Annual Blackboard Users Conference, Phoenix, AZ.

University Teaching

Undergraduate

- Instructional Technology in Special Education
- Instructional Technology in Teaching
- Instructional Design for Business and Non-Profits

Graduate

- Advanced Instructional Design
- Design Theory
- Emerging Perspectives in Learning and Instruction
- Introduction to Instructional Design
- Instructional Simulations
- Principles of Learning
- Project Management
- Using Media for Culture Change

University Work Experience

Professor, Brigham Young University (Provo, UT), 2022 – Present

Teach undergraduate and graduate courses on topics such as instructional design, learning theory, design theory, and project management. Oversee department internship program. Perform community outreach. Explore areas of emerging interest to the department (e.g., developing capstone portfolio process for students specializing in instructional design practice).

Associate Professor, Brigham Young University (Provo, UT), 2016 – 2022

Teach undergraduate and graduate courses on topics such as instructional design, learning theory, using media for culture change, and emerging issues in design fields. Oversee department internship and seminar programs. Perform community outreach. Explore areas of emerging interest to the department (e.g., developing new experiences for first-year students).

Instructor, Brigham Young University (Provo, UT), 2004 – 2012

Teach undergraduate and graduate courses on topics such as technology integration in public schools, learning theory, using media for culture change, and emerging issues in instructional design.

Instructional Design Consultant, Brigham Young University (Provo, UT), 2006 – 2007

Consultant to academic leaders (deans, department chairs) and faculty, to help them plan learning improvements in their colleges, departments, or courses.

Instructional Media Center Manager, Brigham Young University (Provo, UT), 2004 – 2006
Responsible for hiring, training, and supervising 20 – 30 part-time instructional media producers, who designed and developed educational multimedia and video projects.

Instructional Technologist, Brigham Young University (Provo, UT), 2002 – 2004
Responsible for designing instructional media projects for university faculty; advised faculty members on distance education course production.

Grants and Awards

Research Grants

- 2019 – 2022, Collaboration in the Future of Work: Developing Playable Case Studies to Improve STEM Career Paths, NSF Grant 1915620 (Co-PI): \$521,418

Teaching/Student Mentoring Grants

- 2022, Teaching Instructional Design Graduate and Undergraduate Students About Developing In-Person, Interactive Learning Experiences: \$14,169
- 2021, Teaching Instructional Design Graduate and Undergraduate Students About Developing In-Person, Interactive Learning Experiences: \$13,436
- 2019, Teaching Instructional Design Graduate and Undergraduate Students About Developing Interactive, Informal Learning Experiences: \$16,635
- 2018, Teaching Instructional Design Undergraduate Students About Developing In-Person, Interactive Learning Experiences: \$13,012
- 2018, Improving Professional Development for Instructional Design Graduate Students: \$9,750
- 2018, Teaching Instructional Design Graduate Students About Developing In-Person, Interactive Learning Experiences: \$1,700
- 2018, Graduate Student Travel to AECT Summer Research Symposium: \$982

Awards

- 2022 Nancy Peery Marriott Excellence in Student Mentoring, David O. McKay School of Education, Brigham Young University
- 2021 2nd Place Theory Spotlight Competition, Research and Theory Division, Association for Educational Communications and Technology (awarded for the presentation *A framework for phronetic LDT theory*).
- 2020 Design & Technology Outstanding Design Case Award, Design and Technology SIG, American Educational Research Association (awarded for the paper *Designing for informal learning: The case of a mobile eReader*).
- 2008 Best Zone Paper, American Society for Engineering Education (awarded for the paper *Computer-based instruction for engineering education in the developing world*)

Industry Work Experience

Manager of Interactive Design & Animation, LDS Motion Picture Studio (Provo, UT), 2016
Oversaw design and production of interactive exhibits (both digital and physical). Oversaw production of 2D and 3D animation. Managed staff of senior media professionals.

Digital Product Director, Deseret Book Company (Salt Lake City, UT), 2013 – 2016

Oversaw the development, sale, and evaluation of all digital products sold by Deseret Book, including the flagship product, the Deseret Bookshelf mobile eReader app. During my tenure, Deseret Bookshelf received customer ratings of 4.4 on the Google Play store (out of 5) and 4.5 on the Apple App store (out of 5). Additionally, the app's install base increased by over 30%, to over 500,000 devices. I also oversaw the addition of a number of new functionalities including audiobook playback, sophisticated search, social media sharing and a subscription service.

Portfolio Director, LDS Publishing Services Department (Salt Lake City, UT), 2012 – 2013

Coordinated the largest educational media portfolio for The Church of Jesus Christ of Latter-day Saints: over 100 concurrent projects and over \$20 million in annual project budgets, in many media formats (print publications, mobile apps, films, interactive media, etc.). Team size fluctuated, but averaged 20 full-time and close to 30 part-time employees (plus contractors). During my tenure I increased customer satisfaction, on-time, and on-budget delivery to over 90%, from previous levels ranging from 50 - 75%.

Chief of Staff, LDS Media Services Department (Salt Lake City, UT), 2011 – 2012

Consulted with organization executives on all matters related to instructional media production, including process, finance, performance improvement, innovation, creativity, instructional design, and organizational culture.

Director, LDS Motion Picture Studio (Provo, UT), 2010 – 2011

Oversaw production of educational and motivational films, distance learning courses, instructional media objects, satellite-based training seminars, and other interactive media. Managed staff of senior media professionals.

Executive Producer, LDS Motion Picture Studio (Provo, UT), 2008 – 2010

Directed concept development for large or high-profile instructional media projects (websites with 300,000+ pages, 500+ interactive objects, etc.). Supervised the creation of an innovation culture for a large portfolio of instructional projects.

Learning Design Consultant, Self-Employed, 2000 – Present

Consulted on instructional product design with executives from for-profit, non-profit, and educational institutions. Carried out evaluations for executive-level employees in all sectors, of both course and program effectiveness.

Training and Workshops

Accessibility Design Slam Workshop, 2019

This half-day, face-to-face workshop helped attendees choose a policy issue, research topic, or other actionable goal they personally care about in the scope of accessibility in learning (particularly online learning). The rest of the workshop helped attendees scope the deliverable of their idea, plan how they would carry it out, and introduce them to publishing options to share their idea with others. Attendees left the workshop with at least a draft action plan for accomplishing their goals.

Design Thinking for Instructional Designers Workshop, 2017 – 2019

This full-day, face-to-face training taught design thinking principles to both practicing and academic instructional designers at the annual meeting of the Association for Educational Communications and Technology. I determined the training objectives, supervised material production, and conducted the workshop. Attendees left the workshop with ideas and supplementary materials that would allow them to implement the principles taught in the workshop when they returned to their jobs.

Jobs-to-be-done Workshop, 2015

This half-day, face-to-face training taught product developers the practical skills of customer research and product evaluation. I determined the training objectives, supervised material production, and jointly conducted the workshop with another facilitator. Attendees left the workshop with actual product ideas and features based on real customer research, that could be put into development and released in the following months.

Creativity Seminar, 2012-2013

This weekly, face-to-face seminar was designed for instructional product developers to stay current on techniques of creativity. Each week I chose an objective, researched background readings, and developed discussion topics to help attendees immediately put the ideas into practice. Attendees consistently reported using the topics we discussed in their daily practice, and found the seminar valuable enough to publicize it to their associates.

Personal Tech Training, 2005

This half-day, face-to-face training helped university faculty learn how to embed simple instructional technologies in their courses. I determined all training objectives, wrote all instructional material, supervised material production, and trained all other trainers. Over 40 faculty members participated, all of whom reported this training to be of practical benefit to help them improve their teaching.

University Course Redesign Workshop, 2004

This face-to-face workshop helped university faculty apply common instructional design principles in their courses, without abandoning effective practices or materials they may have already developed. I determined all training objectives, wrote over half of the training material and supervised the writing of other training material, and trained all other trainers. Attendees of this workshop reported it was superior to other instructional design workshops because of the focus on using as much existing material as possible, and because of the training philosophy that attendees could apply sound instructional design principles without abandoning all of their traditional practices.

Center for Instructional Design Technology Products, 2004 – 2006

The Center for Instructional Design offered training on a suite of educational technology products, including Blackboard, Macromedia and Adobe web development products, and Adobe graphic design products. During the time period specified, I determined the training strategy and provided final approval for all training materials developed under

that strategy. I also supervised the production of all training materials, and trained all additional trainers who would be assisting faculty members with these products.

Professional Consulting (Sample Clients)

Online Course and Multimedia Designers, LDS Business College, 2017

I worked with LDS Business College to develop an introductory course on hospitality and tourism management. The course also created the instructional and graphic style guides for four other courses that were packaged together into a certificate on hospitality and tourism management. During this engagement I also consulted with the college on how to effectively use instructional media in the developing world.

Creative Consultant, FamilySearch Discovery Center, 2013

I worked with FamilySearch to generate concepts for an informal, museum-like learning experience called a Discovery Center, that allows visitors to explore their personal family history.

Instructional Website Evaluator, Deseret Book, 2011

The Deseret Book Company hired me to evaluate the usability and soundness of the instructional strategies used in a “learning-centered” website they were launching to accompany their line of motivational, educational, and inspirational books.

Instructional Design Consultant, Nature’s Sunshine, Inc., 2007 – 2009

I advised senior management on online training practices. I identified strategies to improve existing online training modules. I analyzed audience and business needs to strategically plan for new module development.

Instructional Designer, Agilix Labs, Inc., 2006

I analyzed processes to support an online community of leisure activity hobbyists. I identified potential tools or strategies to help community members share information and resources in a mutually beneficial manner.

Online Course Evaluator, Monterey Institute for Technology and Education, 2004 – 2009

I evaluated high school and university courses for the MITE’s Online Course Evaluation Project, which provided information to the distance education community regarding the instructional and technological quality of their offerings. During the time period specified I evaluated over 30 courses for this organization.

Online Course Evaluator, Industrial Training Zone, 2004

ITZ developed online courses to train industrial workers in topics related to hydraulics, pneumatics, mechanics, and electrical systems. The company hired me to evaluate the effectiveness of their overarching instructional strategies. The results of my evaluation were used to direct the work of the first full-time instructional designers hired by the company.

Instructional Designer, Millennium Tax Preparation, 2000

This company produced instructional guides for help individuals properly prepare their U.S. tax returns. They hired me to conduct a quality review the instructional objectives, content, and assessment instruments created by another team of instructional designers. Where necessary, I also rewrote objectives, content, or assessment items.

Service

Brigham Young University, Provo, UT

Member, Department of Instructional Psychology & Technology Rank and Status Committee, 2022 – Present

Review and evaluate the tenure and promotion materials from faculty members in the department. Serve as one of three voting members to make tenure/promotion recommendations to the department, college, and university.

Liaison, Department of Instructional Psychology & Technology Adjunct Faculty Coordination, 2020 – Present

First point of contact with adjunct faculty; train new adjuncts; conduct yearly stewardship interviews; coordinate with adjuncts at the beginning of each semester they teach; mediate issues between adjuncts and students; miscellaneous other assignments to help improve the adjunct experience.

Chair, Department of Instructional Psychology & Technology Curriculum Committee, 2019 – 2022

Prepare materials for standard curricular changes; prepare proposals for changes to design and research curriculum tracks; consult with staff from the Center for Teaching and Learning or other stakeholders on proposed changes; help create schedule of online/blended course offerings, new semester schedules and other materials that support proposed online path to MS degree (see Future committee assignment below); coordinate annual Closing the Loop process; coordinate work of support staff to automate data gathering and associated needs for Closing the Loop and other curricular processes.

Member, Department of Instructional Psychology & Technology Future Committee, 2019 – 2021

Prepare options for an online path for students to complete an MS degree.

Member, Department of Instructional Psychology & Technology Alumni Committee, 2019 – 2022

Plan how to reach out to alumni to keep them connected with the department.

Member, Department of Instructional Psychology & Technology Marketing Committee, 2019 – 2022

Plan how to increase awareness of department programs, along with recruiting high-quality applicants.

Program Coordinator, Department of Instructional Psychology & Technology Design Thinking Minor, 2017 – 2021

Student advising, program marketing, general administration, as well as working with cross-department partners to oversee the program and its growth.

Chair, Department of Instructional Psychology & Technology Special Projects Committee, 2016 – Present

Develop proposal for a new minor in design thinking; develop proposal for a new studio classroom/teaching space for the IP&T department.

Member, Experiential Learning Summit Planning Committee, 2020 – 2021

Serve as a member of the planning and promotion committee for this series of panels and other discussion forums, sponsored by BYU and attended by faculty and staff across the Experiential Learning Consortium.

Member, BYU ARTS Partnership Online Curriculum Committee, 2018 – 2019

Consult with BYU ARTS Partnership staff on technology needs for online curriculum; oversee vendor selection and evaluation process; assist in final vendor contracting decision.

Member, Experiential Learning Strategic Planning Group, 2018 – 2019

Assist personnel from the BYU Office of Experiential Learning develop a two-year strategic plan.

Member, Department of Instructional Psychology & Technology Curriculum Committee, 2016 – 2019

Review curriculum and course proposals, changes, etc. for the IP&T department; develop integrated, studio curriculum for 1st and 2nd year IP&T students.

Member, School of Education Technology Committee, 2006 – 2007

This committee reviewed technology and instructional media use in the School of Education. As a committee member I participated in policy discussions, researched potential services, and performed other duties as assigned.

Member, Teach-nology Expo Organizing Committee, 2004 – 2005

The BYU Teach-nology Expo was a local, instructional technology conference for university faculty. As a member of the organizing committee, I recruited presenters, trained conference staff, coordinated technology use, and performed other duties as assigned.

Member, Learning Management System Policy Committee, 2002 – 2005

This committee recommended policies and considered exceptions to policies for Blackboard usage at Brigham Young University's Provo, UT and Laie, HI campuses. As a committee member I drafted policy statements, explained policies to faculty members and administrators, and performed other duties as assigned.

Chair, Center for Instructional Design Hiring Committee, 2003

The university's Center for Instructional Design was responsible for developing instructional media for all full- and part-time faculty members. I chaired the search committee for a new instructional designer in the fall of 2003, by selecting the search committee, screening applicants, directing the interview process, and recommending a final candidate for hire.

Professional Service

- President, AECT Design and Development Division (2019-2020 President elect; 2020-2021 President; 2021-2022 Immediate past president)
- Judge, AECT Instructional Design and Development Competition (2016 – Present)
- Journal reviewer, *Educational Technology Research & Development* (2009 – Present)
- Journal reviewer, *International Journal of Designs for Learning* (2017 – Present)
- Journal reviewer, *TechTrends* (2017 – Present)
- Journal reviewer, *Journal of Computing in Higher Education* (2020 – Present)
- Planning committee member, PIDT annual conference (2017)

Unique Faculty Assignments

- **IP&T design studio curriculum and facilities**
 - I have coordinated the planning of: (a) an integrated design studio structure for first-year IP&T students; (b) an integrated studio for second-year students who have an instructional design emphasis; and (c) integrated mentoring experiences between first and second-year instructional design studio students. These were created through discussions with IP&T faculty, conducting focus groups with students, and research into similarly integrated programs at BYU and elsewhere.
 - The first-year studio is an integrated instructional design and eLearning development sequence. The instructional design course focuses on mentoring students on the knowledge, skills, and dispositional habits involved in intense exploration of a design space, along with proposing, prototyping, and testing potential design options. The second course allows students to actually develop their designs using industry-standard eLearning authoring tools. We have also started to explore integrating our product evaluation course into this sequence. I teach the instructional design course in this sequence.
 - The second-year studio is a two-semester practicum. In the first semester the class works with a local client to understand an educational challenge they face, and propose/prototype various options for addressing their needs. In the second semester our graduate students are joined by a group of undergraduates from the design thinking minor, and together they fully develop the solution they proposed. The graduate students primarily serve as team leads and mentors for the undergraduates. I taught the first prototype of this sequence; it has since been turned over to another member of the IP&T faculty.
 - The purpose of these changes was to introduce a teaching philosophy into our instructional design track focused on providing students with intense design experiences, under the direction of experienced academic and professional designers, while receiving focused and consistent feedback on their iterative

efforts. This is reflective of my agenda to educate instructional design students who can sensitively apply practical design knowledge.

- In addition to an integrated curriculum I coordinated the development of a design studio facility for our program at BYU campus. This entailed working with the administration of the college, Facilities Management, and the Office of Information Technology to find adequate space, develop plans for how it should be used, and select equipment and technology to support our pedagogical needs. The studio takes the space of two classrooms and extends into our graduate student lab through one-door access. It includes portable tables and chairs for flexible seating, has large screen televisions for projection onto every wall, includes flexible broadcast equipment to stream any event taking place in the room, and can be subdivided into two smaller rooms as needed. All our studio courses as well as many of the other courses we teach use this facility in some way.
- **Design thinking minor**
 - I was assigned to explore an interdisciplinary minor for BYU students in which our department could participate. The proposal we developed was created through: (a) discussions with faculty in departments interested in co-sponsoring the minor (this eventually included representatives from three other colleges in addition to the School of Education); (b) review by the administration of the affected departments/colleges; (c) consultations with representatives from the Center for Teaching and Learning and the University Curriculum Committee; (d) surveys and focus groups with students; (e) surveys with local employers; and (f) research on related programs at other institutions.
 - The intended outcomes of the minor are to: (a) apply the principles of design thinking when solving problems; (b) apply the principles of creativity, teamwork, storytelling, and interdisciplinary communication to design project work; (c) analyze people and behavior in order to improve design solutions; and (d) collaborate with interdisciplinary design teams to produce products for a client.
 - The program consists of 15 credits spread between four categories: (a) introduction to design thinking; (b) design thinking practices; (c) design thinking tools; and (d) a capstone project course.
 - At the end of 2021 there had been 75 graduates from the minor, and 149 students who had declared the program.
- **Project capstone redesign** – I was assigned to design a process for our MS students in the instructional design track to complete a capstone project and portfolio, rather than the single project they have traditionally completed. Creating this process entailed soliciting needs from faculty and students, designing iterations of possible approaches, refining the process based on stakeholder feedback, and creating documentation to support the process (instructions for the student handbook, templates for proposals and project reports, evaluation forms, needs from support staff, etc.). The format for students project report has been redesigned to mimic conventions followed by professional instructional designers and is graded by three members of the faculty; the portfolio is presented to, and evaluated by, a jury that consists of both faculty members and professional instructional

designers with industry experience.

- **Project repository** – Over the past five years I have worked with the staff at BYU’s Harold B. Lee Library to create a repository for capstone projects that IP&T students complete (excluding theses and dissertations). Before I was hired there was not a systematic way for the department to collect or provide access to student work, and at least some projects slipped through the cracks and are therefore not available as precedent for future students to consult. I coordinated the process of designing and developing the repository, which entailed collecting needs from faculty and students, scoping the project with the library’s staff, reviewing iterations of the repository as they were created, and presenting it to the IP&T faculty for final approval. The repository went online in 2017 and is now a single archive for students’ project work. It can be found at https://scholarsarchive.byu.edu/ipt_projects/.
- **Internship improvements** - I have redesigned the IP&T internship experience so that it includes regular student reflections. At defined points in the semester students assess how well their internship is helping them achieve personal goals, along with how their other educational experiences are contributing towards the internship in which they are involved.
- **Department seminar improvements** - I recently added a new type of seminar into our repertoire so that our seminar series better contributes towards our department program outcomes. I dedicate some slots each semester to teach “mini-courses,” or seminars that extend over 3 – 4 weeks on topics or skills students think are relevant but that are not typically included in their other coursework.

Research Interests

Technology-mediated education and online learning still tend to be flat, thin, and dull, despite researchers' attempts to develop strategies and techniques to make them richer, more engaging, and more effective. But what if the problem isn't the strategies we use?

What if we considered being an instructional designer to be a mode of existence and not just a job or a person who applies a set of processes/methodologies? And so we were as concerned about their character and dispositions, and the perceptual capacities and affective responses associated with designers' styles of inhabiting the world, as much as we were with the specific skills they employ? Then we could consider whether those are sufficient to sustain the practices designers need to successfully cope with educational situations. And if not, we have a more robust foundation from which to investigate what can be done to reorient them so they see, feel, and act differently.

This is what I study. Some of the specific topics this includes are:

- The place of instructional designers' practical, embodied know-how, and the risks of designers over-relying on detached, instrumental knowledge.
- The field's tendency to reduce and flatten all issues to technological problems/solutions, and what's left behind in the translation.

- How instructional designers can resist the field's hyper-rationalization and technologization, and come into their own as designers committed to sensitively responding to the demands of unique situations.
- Understanding instructional design practice as it is lived and experienced by designers, along with how designers become the kinds of people they are.
- How instructional designers cope with tensions that arise between the realities of work situations and the pursuit of high ideals.
- What do various moral issues look like in the context of instructional design (e.g., drawing distinctions of worth, conscience of craft, taking stands and making wholehearted commitments).