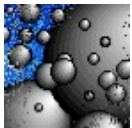


ID WORKS

Learning From and About Instructional Design 1994-2011

Collection of Works | Neal Shambaugh



ID WORKS

Learning From and About Instructional Design 1994-2011

Collection of Works | Neal Shambaugh

Assembled 2011

ID WORKS

Learning From and About Instructional Design 1994-2012

Collection of Works | Neal Shambaugh

CONTENTS

Volume I - Scope of Collection and Work | Analysis & Synthesis 2011-2012

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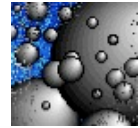
Volume III - Papers and Presentations 1995-2009

Volume IV - ID Course Materials 1994-2011 | Student Lists - ID Projects - ID Models

Volume V - Working Logs

Volume VI - Student ID Models 1994-2011

Volume VII - ID Texts 1997, 2007



VOLUME I - Scope of Collection and Work | Analysis & Synthesis 2011-2012

Volume I explains the procedures used to collect and analyze the collected works on Instructional Design teaching from 1994 through 2011.

This volume includes the following sections:

Rationale for Collection and Analysis

Citing Bateson (2004) from *Willing to Learn: Passages of Personal Discovery*, I saw my personal need and motivation to look back at the teaching and published work of teaching instructional design and learning from others. To “think about the relationship between the personal and the professional (p. 92), to look at the research and the implications, and perhaps discover through systematic collection and analysis some patterns of thought that have escaped me during the past 18 years. “An awareness of these double shadows [research, implications] cast b any piece of reported research can enrich the process of research and clarify the way in which differences of theoretical orientation and personal experience inform it...” (p. 93). As Bateson further says to learn from experience, you have to be able to interpret it.

Works Collection

- (1) Collecting documents together and organizing the materials into volumes.
- (2) Summarizing the individual volumes.
- (3) Posing research questions that I determined up front to answer.

Analysis

Volume summaries: Doctoral Research, Course Design and Development: course syllabi, task sheets, and student ID projects, Student ID Models, Book Design and Development, Papers and Presentations.

Research question analysis procedures and results/findings.

Synthesis

Research questions:

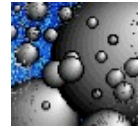
Historical Trajectory

Historical Themes

Implications for Learning and Teaching: 21st Century Environments

Implications for Learning and Doing ID: The Development of an ID Model for Learning and Using ID

Conundrums of Teaching and Learning Instructional Design



VOLUME II - Doctoral Research 1997-1999 Virginia Tech

Analysis of each volume is reported in Volume I.

This volume includes the following sections:

Dissertation Working Logs 1997-1999 [transcription still in progress]

Notes from 4 journals. Original notes for R&D papers.

Research & Dissertation Notes 1997

Notes from 8 work sessions from September 7 through December 12, 1997, summarizing my thinking on dissertation prospectus.

Teacher Planning References from ERIC

Preliminary Examination February 1998

Initial meeting notes to determine format of preliminary examination

Preliminary Examination Paper: Teachers' Use of Planning & Instructional Design Processes

Preliminary Examination Presentation

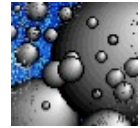
Dissertation Prospectus April 1998

Prospectus document: Development of A Reflexive Teaching Model to Support Co-participatory Learning Instructional Design.

Dissertation Paper and Presentation 1999

Dissertation document: Development of A Co-participating and Reflexive Approach to Teaching and Learning Instructional Design

Dissertation defense presentation



VOLUME III - Papers and Presentations 1995-2009

Analysis of each volume is reported in Volume I.

This volume includes the following sections, organized by YEAR:

GRADUATE STUDENT - VIRGINIA TECH

1995

Shambaugh, R. N., & Magliaro, S. G. (1995, March). **Teaching instructional design as a reflective process: A structured framework for mastering the possibilities**. Paper presented at the annual meeting of the Eastern Educational Research Association (EERA), Hilton Head, SC.

- Not included here, digital file not found, but substantially the same as 1995, April.

Shambaugh, R. N., & Magliaro, S. G. (1995, April). **Teaching instructional design as a reflective process: A structured framework for promoting infinite play**. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco.

- 43 pp. Figure 1: Instructional Framework. Appendix: Data Sources.
- AERA Presentation slides

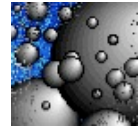
1996

Shambaugh, R. N., & Magliaro, S. G. (1996, February). **Case studies in the development of formal design expertise**. Paper presented at the annual meeting of the Eastern Educational Research Association (EERA), Boston.

- 20 pp. Figure 1: Data Sources. Figure 2: Summary of novice/sub-expert competencies. Appendix: Design Competencies.
- EERA presentation slides

Shambaugh, R. N., & Magliaro, S. G. (1996, April). **Teaching instructional design in a constructivist learning environment: Lessons learned**. In "Unpacking the knowledge construction: What learners learn in constructivist learning environments," a roundtable at the annual meeting of the American Educational Research Association (AERA), New York.

- 35 pp. Figure 1: The Reflexive Teaching Model. Figure 2: Assisting Learning Performance. Figure 3: Course Sequence & Learning Tasks. Figure 4: Data Sources for Evaluation of Instruction & Student Learning. Appendix A: Course Evaluation. Appendix B: Learning Task Criteria.



Shambaugh, R. N. (1996, October). **Transforming readers and writers: Prospects of an electronic learner-centered textbook**. Paper presented at The National Reading Research Center Conference on Literacy and Technology for the 21st Century, Atlanta, GA.

- 13 pp. Figure 1: Evolution of a Cognitive Artifact. Figure 2: Print Text Features that Support Learners. Figure 3: Electronic Features that Support Learners. Figure 4: Research Issues within Electronic Artifacts.

Shambaugh, R. N. (1996, December). **Evolution of a cognitive artifact**. Paper presented at a roundtable of the 1996 National Reading Conference (NRC), Charleston, SC.

- 10 pp. Figure 1. Evolution of a Cognitive Artifact. Figure 2: Print Text Features that Support Learners.

1997

Shambaugh, R. N. & Magliaro, S. G. (1997, August). **Making connections: Characterizing design thinking**. Paper proposal [not accepted] by the 1998 Annual Meeting of the American Educational Research Association.

Shambaugh, R. N. & Magliaro, S. G. (1997, August). **Dialogic support of emergent instructional design thinking**. Paper proposal [not accepted] by the 1998 Annual Meeting of the American Educational Research Association.

Shambaugh, R. N. & Magliaro, S. G. (1997, August). **Teachers learning from each other: How online conversations support ongoing course design**. A presentation as a part of a proposed session: Lessons learned from the design and implementation of on-line learning environments. Session proposal [not accepted] by the 1998 Annual Meeting of the American Educational Research Association.

Shambaugh, R. N. (1997, December). **What have we written? Use of speech genres to analyze the significance of writing cognitive artifacts**. Roundtable presentation at the 1997 National Reading Conference (NRC), Scottsdale, AZ.

- 13 pp. Figure 1: Identifying speech genres that match themes. Figure 2: Who is doing the talking: Voices of Writer, Reader, Artifact. Appendix: Analysis Procedures.
- Handout

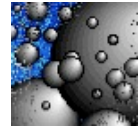
1998

Magliaro, S. G., & Shambaugh, R. N. (1998, April). **Using instructional design as a tool for teacher inquiry into their own practice**. Presentation at the annual meeting of the Invisible College, Institute for Research on Teaching. San Diego, CA.

- 2-page handout: Course Description, Data Collection, Issues, The Reflexive Teaching Model, ID Phases and Activities.

Shambaugh, R. N. (1998, October). **Visual design of a learner-centered instructional text**. Paper presented at the 29th Annual Conference of the International Visual Literacy Association (IVLA), Athens, GA.

- see Shambaugh, 1999 below.



Shambaugh, R. N. (1998, December). **Media & representations: Media agendas**. Alternative session presentation. 1998 National Reading Conference (NRC), Austin, TX.

- No handouts or papers were found archived for this presentation. What I remember is that this “alternative session” was all activity and I facilitated group activity.

Shambaugh, R. N., & Magliaro, S. G. (1998, December). **Media & representations: Critical voices & inquiry: Instructional design as a critical entry point**. Alternative session presentation. 1998 National Reading Conference (NRC), Austin, TX.

- 20 pp. supporting paper.

ASSISTANT PROFESSOR - WEST VIRGINIA UNIVERSITY

1999

Magliaro, S. G., & Shambaugh, R. N. (1999, February). **Teaching instructional design: Reframing the relationship between teacher and designer**. Paper presented at the annual meeting of the American Educational Communications & Technology Conference (AECT). Houston, TX.

- AECT slides

Magliaro, S. G., & Shambaugh, R. N. (1999). **Teaching instructional design: Reframing the relationship between teacher and designer**. *21st Annual Proceedings: Selected Research and Development Papers presented at the 1999 National Convention of the American Educational Communications & Technology Conference*. Houston, TX.

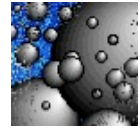
- 14 pp. Figure 1: A co-participatory and reflexive model for teaching instructional design. Figure 2: Course sequence and learning tasks.

Magliaro, S. G., & Shambaugh, R. N. (1999, April). **Using Instructional design to support teacher examination of their practice**. Division K (Teacher education) paper presented at the 1999 Annual Meeting of the American Educational Research Association (AERA). Montreal, CA.

- 32 pp. Figure 1: A co-participatory and reflexive model for teaching instructional design. Figure 2: Course sequence and learning tasks.

Shambaugh, R. N. (1999). **Visual design of a learner-centered instructional text**. In R. Griffin, Gibbs, W., & B. Wiegmann (Eds.). *Selected Readings of the 30th Annual Conference of the International Visual Literacy Association*. Athens, GA.

- 7 pp. Figure 1: Version 1 cover. Figure 2: Version 2 cover. Figure 3: Version 3 cover. Figure 4: Version 4 page. Figure 5: Two-page visual display of text. Figure 6: Iconic representations of ID components. Figure 7: Story page. Figure 8: Instructor’s guide page.



Shambaugh, R. N., & Magliaro, S. G. (1999, October). **Teachers' visual representations of instructional design and teaching**. Paper presentation at the 1999 conference of the International Visual Literacy Association (IVLA). Jackson, WY.

- 21 slides. See Shambaugh & Magliaro, 2000 for paper.

Shambaugh, R. N. (1999, December). **Critical review of students' instructional media decisions and instructors' assessment rubric in a graduate instructional design course**. Peer Review Session, Evaluating Media Literacy Representations: Critical Perspectives and Practices, Media Literacy Study Group, 1999 National Reading Conference (NRC), Orlando, FL.

- 12 pp. Figure 1: Assisting learning performance. Figure 2: A co-participatory and reflexive model for teaching instructional design. Figure 3: Course sequence and learning tasks. Figure 4: Design thinking outcomes for ID process and project components.

2000

Shambaugh, R. N., & Magliaro, S. G. (2000). **Teachers' visual representations of instructional design and teaching**. *Selected Readings of the 31st Annual Conference of the International Visual Literacy Association (IVLA)*, Jackson, WY.

- 8 pp. Figure 1: Class iterations and available models. Figure 2: Course sequence and learning tasks. Figure 3: Frequency counts for ID model components. Figure 4: Frequency counts for ID model categories. Figure 5: Students' views of instructional design. Figure 6: Frequency counts of students' views of teaching metaphors. Figure 7: Students' views of teaching in their ID models. Figure 8: Examples of students' views of teaching. Appendix: Frequency counts for ID model components.

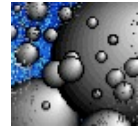
Shambaugh, R. N. (2000, February). **A reflexive model for teaching and learning instructional design**. Paper presented at the 2000 Annual Convention of the Eastern Educational Research Association (EERA), Division 9: Professional Development, Session 48: Technology and Instructional Design. Clearwater, FL. Selected as Outstanding Paper.

- 39 pp. Figure 1: Instructional design course across six cases. Figure 2: Availability of data across cases. Figure 3: Data sources and data analysis reporting for teaching model development. Figure 4: Summary of changes in cases 1-6. Figure 5: The reflexive teaching model. Figure 6: Participation structure by learner participation and teacher participation. Figure 7: Instructional events of reflexive model. Figure 8: Responsivity cycle. Figure 9: Course sequence and learning. Figure 10: Summary of reflexive teaching model.

- 27 Presentation slides

Shambaugh, R. N., & Magliaro, S. G. (2000, April). **A reflexive model for teaching and learning instructional design**. Paper presented at the 2000 Annual Convention of the American Educational Research Association (AERA), Section C-7, New Orleans.

- Proposal for paper presentation. Paper same as 2000, February above.



2001

Shambaugh, R. N., & Magliaro, S. G. (2001). **A reflexive model for teaching and learning instructional design.** *Educational Technology Research & Development, 49*(2), 69-92.

- 24 pp. Figure 1: Course sequence and learning tasks. Figure 2: The reflexive teaching model. Figure 3: Responsivity cycle. Figure 4: Data sources and analysis framework. Table 1: Participation structure by learner participation and teacher participation. Table 2: Availability of data across cases.

Shambaugh, R. N., & Magliaro, S. G. (2001, November). **Using developmental research to study one's teaching of an instructional design course.** Paper presented to the American Educational Communications & Technology (AECT) annual conference in Atlanta, GA.

- 24 pp. Figure 1: Course sequence and learning tasks. Figure 2: Data analysis framework. Figure 3: Designing/teaching and developmental research guidelines.

- Presentation slides

Shambaugh, N., & Magliaro, S. G. (2001). **Using developmental research to study one's teaching of an instructional design course.** C. Lamboy & M. Simonson, Eds. *Volume 2 Selected Papers On the Practice of Educational Communications and Technology*, Association for Educational Communications and Technology (AECT), Research and Theory Division (pp. 298-307). Atlanta, GA.

- 9 pp. Figure 1: Course sequence and learning tasks. Figure 2: Data sources across developmental cycle. Figure 3: Designing/teaching and developmental research guidelines.

Shambaugh, N. (2001, April). **A reflexive model for teaching and learning instructional design.** Invited paper presentation. AERA Distinguished Papers Session, The Consortium of State and Regional Educational Research Associations (SRERA) SIG. Alan Schoenfeld, Discussant. American Educational Research Association (AERA) Annual Conference, Seattle, WA.

- Shambaugh, 2000 for paper.
- Presentation slides.

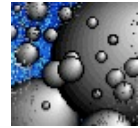
2002

Shambaugh, N. (2002). **A scenario strategy to promote design task reflection.** *2002 Annual Proceedings – Dallas: Volume 2. Selected Papers On the Practice of Educational Communications and Technology*, National Convention of the Association for Educational Communications and Technology (AECT), Research and Theory Division (pp. 324-328).

- 6 pp.

Shambaugh, R. N. (2002). **Using scenarios to promote task reflection.** Paper presented at the American Educational Communications & Technology (AECT) conference, Dallas, TX.

- Presentation slides.



Shambaugh, N., & Beacham, C. (2002). **Personalized visual reflection of design processes: Student representations in instructional design and interior design courses**. Paper presented at the International Visual Literacy Association annual conference (October, 2002), Breckenridge, CO.

- Presentation slides.

Shambaugh, N., & Magliaro, S. G. (2002). **Novice models of instructional design**. Paper presented for Division C, Section 6: Technology Research, American Educational Research Association (AERA) New Orleans, LA.

- 24 pp. Figure 1. Conceptual-sequential model - clear order of operations. Figure 2. Conceptual-sequential model: simultaneous operations. Figure 3. Conceptual-sequential model: hierarchy of activity. Figure 4. Conceptual-dynamic model: interactive. Figure 5. Conceptual-dynamic model: bi-directional components. Figure 6. Conceptual-dynamic model: priorities. Figure 7. Conceptual-dynamic model: overlapping connections. Figure 8. Metaphoric model: concrete object. Figure 9. Metaphoric model: blended components. Figure 10. Metaphoric model: activity. Figure 11. Metaphoric model: responsiveness. Figure 12. Learner-centered model. Figure 13. External concerns model. Table 1: Frequency counts for ID model categories.

- Data analysis form for courses 1-12: Students' representations of instructional design. Column 3 frequency counts. Initial category system. Revised category system.

- Submitted to ETR&D, but revised for later publication under "Student Models of ID"

- 10 pp. Presentation handout

2003

Shambaugh, N. (2003). **Use of CoWebs in scenario-based ID instruction**. *26th Annual Proceedings – Anaheim: Selected Papers On the Practice of Educational Communications and Technology*, National Convention of the Association for Educational Communications and Technology (AECT), Research and Theory Division (pp. 400-407).

- 7 pp. Figure 1: Frequency responses of data reduction. Figure 2: CoWeb use contribution to needs assessment findings.

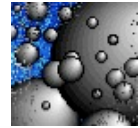
Shambaugh, R. N. (2003). **Use of collaborative web pages in scenario-based ID instruction**. 2003 American Educational Communications & Technology (AECT) conference, Anaheim, CA.

- Presentation slides.

Magliaro, S., & Shambaugh, N. (2003). **Teachers' personal models of instructional design**. Paper presented at an interactive symposium session on "Representations of Teaching and Learning to Teach," American Educational Research Association (Division K8), Chicago, Ill.

- 19 pp. Figure 1: Designer-centered ID model. Figure 2: Teacher-centered ID model. Figure 3: Co-centered ID model. Figure 4: Learner-centered ID model. Figure 5: De-centered ID model.

- Presentation slides for handout.



Shambaugh, N., & Beacham, C. (2003). **Personalized visual reflection of design processes: Student Representations in Instructional Design and Interior Design Courses.** In R. E. Griffin, V. S. Williams, & J. Lee (Eds.) *Turning Trees: Selected Readings of the International Visual Literacy Association* (pp. 215-224). Breckenridge, CO.

- 9 pp. Figure 1: Linear creative problem solving. Figure 2: Metaphor categories. Figure 3: Human activity - driving a car. Figure 4: Dynamic ID model. Figure 5: Sequential ID model. Figure 6: Teacher-centered ID model. Figure 7: Learner-centered model. Figure 8: Linear representation of process. Figure 9: Circular representation of process. Figure 10: Inclusive representation of process. Figure 11: Narration representation of process. Figure 12: ID processes compared.

2004

Shambaugh, N. & Magliaro, S. G. (2004). **Using developmental research to study teaching.** 2004 American Educational Research Association (Division J-2), San Diego, CA.

- 18 pp. Figure 1: Developmental research cycle.

Shambaugh, N. (2004). Using student-developed scenarios to couple design and reflection. *TechTrends: Linking Research and Practice to Improve Learning*, 48(3), 26-30.

- 5 pp. Figure 1: ID course sequence. Figure 2: Scenario sequence.

Shambaugh, N. (2004). **Reframing ID as teacher decision-making.** American Educational Communications & Technology annual conference. Chicago, IL.

- Presentation slides. Roundtable session.

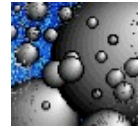
Shambaugh, N. (2004). **Systematic teacher questioning: Reframing ID as teacher decision-making.** *27th Annual Proceedings – Anaheim: Selected Papers On the Practice of Educational Communications and Technology*, National Convention of the Association for Educational Communications and Technology (AECT), Research and Theory Division (pp. 591-599).

- 9 pp. Figure 1: Systematic teacher decision-making. Figure 2: Systematic teacher decision-making across ID process.

2005

Shambaugh, N. (2005). **A scenario-based instructional design model.** In P. Rogers (Ed.), *Encyclopedia of Distance Learning Teaching, Technologies, and Applications (Volume I-III)*. Information Science Publishing: IDEA Group, Inc.

- 7 pp. Figure 1: ID course sequence and use of scenario activity during needs assessment. Figure 2: Scenario sequence during needs assessment. Figure 3: Emergent ID using scenarios and prompts. Key terms.



Magliaro, S., & Shambaugh, N. (2005). **Teachers' personal models of instructional design**. In J. Brophy & S. Pinnegar (Eds.). *Learning from Research on Teaching: Perspective, Methodology, and Representation, Volume 11* (pp. 101-134). Advances in Research on Teaching Series. New York: Elsevier.

- 34 pp. Table 1: Comparing constructs across images of teacher knowledge and practice. Table 2: Frequency counts for types of models. Table 3: Frequency counts for views of teaching. Figure 1: Designer-centered ID model. Figure 2: Teacher-centered ID model. Figure 3: Co-centered ID model. Figure 4: Learner-centered ID model. Figure 5: De-centered ID model. Figure 6: ID as a lens for teacher knowledge.

ASSOCIATE PROFESSOR - WEST VIRGINIA UNIVERSITY

2006

Magliaro, S. G., & Shambaugh, R. N. (2006). **Student models of instructional design**. *Educational Technology Research & Development, 54*(1), 79-102.

- 24 pp. Table 1: Courses, instructors, ID models. Table 2: ADDIE model components. Table 3: Structural categories. Table 4: Structural categories: summary. Figure 1: Conceptual model used in ID courses. Figure 2: Conceptual-sequential model: simultaneous operations. Figure 3: Conceptual-dynamic: model interactive. Figure 4: Metaphoric model: activity.

2007

Shambaugh, N. (2007). **Using developmental research to evaluate blended teaching in higher education**. In *Global Issues in Higher Education* (P. Richards, Ed.) Chapter 1 (pp. 1-28). Nova Science Publishers.

- 47 pp. [manuscript version] Table 1: Course deliveries. Table 2: Participants' background. Table 3: Participation structures by case. Table 4: Means of assisting student performance. Table 5: Developmental case summary: Major changes. Figure 1: Course sequence. Figure 2: Reflexive teaching model. Figure 3: Systematic documentation of teaching.

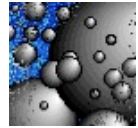
2008

Beacham, C., & Shambaugh, N. (2008). **Scenario development as a teaching strategy in two different design fields**. The Second International Conference on Design Principles & Practices. Miami.

- Presentation slides.

Beacham, C., & Shambaugh, N. (2008). **Scenario strategy used in the teaching of two design courses**. *The Journal of Design Principles & Practices, 2*(3), 21-28.

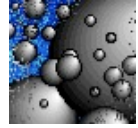
- 8 pp.



2009

Shambaugh, N. (2009). **A scenario-based instructional design model.** In P. Rogers, G. Berg, J. Boettcher, C. Howard, Justice, & K. Schenk (Eds.). *Encyclopedia of Distance and Online Learning (2nd ed)*, (pp. 1589-1595). Hershey, PA: IGI Global.

•8 pp. Figure 1: ID course sequence and use of scenario activity during needs assessment. Figure 2: Emergent instructional design using scenarios and prompts. Table 1: Scenario sequence during needs assessment.



VOLUME IV - ID Course Materials 1994-2011 | Student Lists & ID Projects

Analysis of each volume is reported in Volume I.

This volume includes the following sections:

Graduate Student Teaching, Virginia Tech, 1994-1998

Co-teaching: Summer-1994, Fall-1994, Fall-1995, Fall-1996, Fall-1997, Spring-1998 (Rockbridge Cohort), Summer-1998 (HPE Cohort)

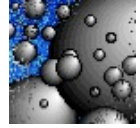
Solo-teaching: Fall-1998

Faculty Teaching, West Virginia University, 1999-2011

Blended: Fall 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, (sabbatical Fall 2009)

Online: Fall 2010, 2011 (Delivery #20)

Student Lists - ID Projects - ID Models 1994-2011



Volume V - Working Logs

Analysis of each volume is reported in Volume I.

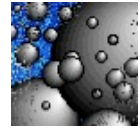
This volume includes the following sections:

Student Role in EDCI 5164 Instructional Design - Fall 1992 - Virginia Tech

Two working logs with transcribed text and scans of sketches.

Working Logs 1-47, 1994-2011, Virginia Tech, West Virginia University

47 working logs with transcribed text and scans of sketches from pages relevant to ID teaching, involving 19 deliveries of a graduate level ID course, and research dissemination on instructional design.



Volume VI - Student ID Models 1994-2011

Analysis of each volume is reported in Volume I.

This volume includes the following sections:

Virginia Tech

Summer 1994

Fall 1994

Fall 1995

Fall 1996

Fall 1997

Spring 1998

Summer 1998 VT-HPE Cohort

Spring 2000 VT-HPE Cohort [NS did not teach]

Fall 1998 Neal solo

West Virginia University

Fall 1999

Fall 2000

Fall 2001

Fall 2002

Fall 2003

Fall 2004

Fall 2005

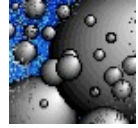
Fall 2006

Fall 2007

Fall 2008

Sabbatical Fall 2009 [did not teach]

Fall 2010 100% online



Volume VII - ID Texts 1997, 2007

Analysis of each volume is reported in Volume I.

This volume includes the following sections:

Shambaugh, N., & Magliaro, S. G. (2006). **Instructional design: A systematic approach for reflective practice.** Boston, MA: Allyn and Bacon. ISBN 0-205-38966-X

Magliaro, S. G., & Shambaugh, N. (2006). **Instructor's guide to Instructional Design: A systematic approach for reflective practice.** Boston, MA: Allyn and Bacon. ISBN 0-205-548-481-6 and ISBN 0-205-484-808 (PPT package)

Shambaugh, R. N., & Magliaro, S. G. (1997). **Mastering the possibilities: A process approach to instructional design.** Boston, MA: Allyn and Bacon. ISBN 0-205-19795-7

•v1: A Worrier's Guide to Instructional Design, Summer 1994

•v2: A Tour Guide to Instructional Design, Fall 1994

•v3: Mastering the Possibilities draft, Fall 1995-Spring 1997

Magliaro, S. G., & Shambaugh, R. N. (1997). **Instructor's guide to mastering the possibilities: A process approach to instructional design.** Boston, MA: Allyn and Bacon. ISBN 0-205-26633