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IDD&E Fall 2009 Conference Presentations

This fall, faculty and students from IDD&E presented at two major conferences: the Association for Educational Communications and Technology (AECT) International Convention and the American Evaluation Association (AEA) national conference.

The AECT convention took place this year in Louisville, Kentucky, from October 27-31. The theme for the conference was “Integrative Approaches: Meeting Challenges.” The *Exploring Curiosity Creek* project was selected as an outstanding innovative project and presented in the 2009 AECT Design Showcase. A full story about this project is on [page 3 of this newsletter](#).

The IDD&E presenters at AECT were Associate Professor **Dr. Tiffany A. Koszalka** and doctoral students **John Gonzalez**, **Yin Wah Kreher** (M.S., IDD&E 2005), **Sunghye Lee**, and **Nilay Yildirim** (M.S., IDD&E 2007). The doctoral students later shared their presentations at a Brown Bag seminar; more information is on [page 10 of this newsletter](#).



IDD&E representatives at AECT 2009.
From left to right: Sunghye Lee, Yin Wah Kreher, Nilay Yildirim, Dr. Tiffany A. Koszalka, John Gonzalez, and Dr. Marilyn P. Arnone (iSchool and Center for Digital Literacy; Ph.D., IDD&E 1992).

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The AECT presentations included the following:

- **John Gonzalez:** Lessons Learned: Conceptualizing & Measuring Transfer in a Theme-Based After School Program.
- **Tiffany A. Koszalka, Marilyn P. Arnone, & John Gonzalez:** Exploring Curiosity Creek: A Theme-Based Afterschool Program. [*Award-Winning Design and Development Showcase*]
- **Tiffany A. Koszalka, Marilyn P. Arnone, & John Gonzalez:** Exploring Curiosity Creek: Interdisciplinary Design-based Research Creating Instructional Resources for Informal Learning.
- **Yin Wah Kreher:** Designing for Digital Excellence, Entrepreneurship and Sustainability: A Pilot ICT Afterschool Program for Inner City Middle School Students.
- **Sunghye Lee:** An Exploration for Designing Context-Sensitive Learning Environment.
- **Nilay Yildirim:** When Instructional Design Meets Entertainment: Designing Educational Games.

Dr. Koszalka also was invited to speak at a Presidential Session:

Koszalka, T., Reiser, R., Bober-Michel, M. Suzuki, K., & Grabowski, B. Presidential Session: Competencies for the Next Generation of Instructional Designers and Online Learners. The International Board of Standards for Training, Performance and Instruction (ibstpi).

AEA was in Orlando, Florida, with the conference running November 11-14, and workshops on November 9-11 and 15. The conference theme this year was “Context and Evaluation.” The IDD&E presenters were Professor and Department Chair **Dr. Nick Smith** and doctoral students **Yiyan “Page” Wu** (M.S., IDD&E 2005), **Karen Zannini-Bull**, and **Jie “Jeremy” Zhang**.

The AEA presentations included the following:

- **Nick Smith:** Characterizing the Evaluand in Evaluating Theory.
- **Nick Smith:** Reflective Practice as Formative Research on Evaluation Models.
- **Yiyan “Page” Wu & Tiffany A. Koszalka:** Exploring Team Technology Use and Collaborative Communication within a Distributed Engineering Educational Environment.
- **Karen Zannini-Bull:** Are There Important Differences between Curriculum Evaluation and Program Evaluation?
- **Jie “Jeremy” Zhang:** Integrating Mental Model Approach in Research in Evaluation Practice.

More information about both AECT and AEA can be found on their respective websites, (www.aect.org and www.eval.org).

Exploring Curiosity Creek: Showcased as Outstanding Innovative Project

By Associate Professor Dr. Tiffany A. Kozzalka (IDD&E)

The *Exploring Curiosity Creek* project was selected through a rigorous peer review process as an *outstanding innovative project* to be presented at the *2009 AECT Design Showcase*. This showcase, sponsored by the Association of Educational Communications and Technology (AECT) Design and Development Division, provides a forum for sharing examples of best practices in instructional design and development. The Exploring Curiosity Creek (CC) themed afterschool computer club, under the direction of **Dr. Tiffany A. Kozzalka** (Assoc. Prof. of Instructional Design, Development & Evaluation), was designed by an interdisciplinary team of IDD&E and iSchool specialists to help children develop knowledge of the environment, technology proficiencies, 21st Century dispositions for learning, process thinking skills, confidence, community service orientation, and entrepreneurial skills.

“In the context of a fun, informal learning environment, we turn middle schoolers into instructional designers and video producers to help them gain competencies and create story- and technology-based instructional products for younger children,” says Kozzalka. The supporting website (www.curiositycreek.org), created by **Dr. Marilyn P. Arnone** (iSchool and Center for Digital Literacy; Ph.D., IDD&E 1992), and club resources provide a fun and engaging theme, tools, scaffolds, and authentic service-oriented context in which the traditional learning paradigm is shifted. Kozzalka continues, “instead of being taught about content and technology, we take advantage of students’ interests in technologies, willingness to help others, and environmental topics to support them in creating technology-based products that teach others about what they themselves are learning.”

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From left to right: Yi-Chun Hong (Showcase assistant), Ikeson Choi (Design & Development Showcase Director); Tiffany A. Kozzalka (PI, IDD&E); John Gonzalez (IDD&E PhD student); Marilyn P. Arnone (co-PI, iSchool); and Monica Tracey (President AECT Design & Development Division).

The club, in its second year of pilot testing, was developed based on previous NASA-themed clubs and tested in small faith-based urban schools in the 2008-09 school year. The club was a great success last year in that club members created a variety of story-based products that were posted to the Curiosity Creek website and improved in their skills levels. Using a *design-based research* approach throughout the initial year helped to identify areas for improvement in the club materials as well as identify the impact of activities on the club members' learning. For example, we found it was difficult for the club members to convert facts they were learning into fun stories for younger kids, so this year more story-telling activities are incorporated to model story development and help club members develop better story writing skills. We also found that sometimes the club members seemed bored, so a variety of *activity bursts* were added to re-engage them during 'down' times. In addition, one of the club resources, a club notebook, was modified into a researcher's notepad based on feedback from the club members that the notebook reminded them too much of school work. Many other modifications were made to the activities and supporting materials to help better engage the club members and support their learning.

This year the club is running at a different school with the new ideas and resources generated from the first year's research and with funding through the *Kaufmann e-initiative grants*. Last year, while in initial design of the club, SU faculty and students facilitated the club. This year a teacher from the school is co-facilitating the club, with help from SU graduate student volunteers, so the facilitator's guide and dissemination models of the club can be tested. New activities were added that more fully engage the club members in learning how to be good storytellers. New technology-based tools were added to help club members create picture-based stories without violating copyright laws. More themed 'bursts of activities' were incorporated into the club that can be used to spontaneously engage club members when they get off track or get bored, which often happens with middle schoolers. The combination of club design and tools as well as the research leading to improvements made the project attractive and thereby selected to be part of the *2009 AECT Design Showcase*, thus earning a distinction of outstanding innovative instructional design project.

Faculty and Student Appointments

Associate Professor **Dr. Tiffany A. Koszalka** (IDD&E) was recently appointed as Chair of the School of Education's Degrees and Curriculum Committee. IDD&E doctoral student **Kalpana "Kal" Srinivas** (M.S., IDD&E 2005) was also selected as the School of Education student representative to this committee.

Several other IDD&E students are serving as representatives on various School of Education, SU, and other professional committees. These include:

- American Evaluation Association (AEA) Graduate Student Topical Interest Group representative: doctoral student **Karen Zannini-Bull**.
- IDD&E faculty meeting student representatives: master's student **Yan Huang** and doctoral student **Leigh Tolley**.
- Promotion and Tenure Teaching Review Committee student representative: doctoral student **John Gonzalez**.

Congratulations to all on your recent appointments!

IDD&E Doctoral Student Researches Collaborative Learning



Yiyan "Page" Wu (M.S., IDD&E 2005) is currently in her 5th year in the IDD&E doctoral program, and has been involved with several amazing research opportunities. This summer, Page attended an intensive one-week seminar at Carnegie Mellon University's Human-Computer Interaction Institute (HCII) and Pittsburgh Science of Learning Center (PSLC). PSLC Summer School offers four major research components: Cognitive Factors; Social Communicative Factors; Metacognition and Motivation; and Computational Modeling and Data Mining. PSLC has created seven highly-instrumented technology-enhanced courses, called LearnLabs, in the subjects of Algebra, Geometry, Physics, Chemistry, Chinese language, French language, and English as a Second Language. Each of the five days of the summer school program Page attended ran from 8 am to 5 pm, and involved lectures, discussion sessions, and laboratory sessions. Attendees brought their own research purposes and questions that they wanted to address during the program.

Page received full funding for PSLC Summer School this year. Her proposal for research involved collaborative learning and the creation of two data analysis tools for conversation and discourse data. There were approximately 50 attendees at PSLC Summer School this July, and they worked in groups of two or three individuals. Page and two colleagues researched collaborative learning and data analysis tools through a simulated environment, and presented their findings on the final day of the seminar. The attendees were from varied backgrounds and different states. Many of them were university faculty, and others were representatives from the fields of instructional design, information technology, evaluation, and K-12 education. Page felt that the professors there were very supportive in providing resources and literature to support research. She highly recommends the program, especially for IDD&E doctoral students that are interested in cognitive development. More information about this program can be found at <http://www.learnlab.org/opportunities/summer/>.

Page's summer experience helped to enhance her research, which focuses on collaborative problem solving, specifically with engineering college students in a virtual environment. She has several major questions guiding her research: How does communication occur among students in a particular virtual learning environment? How do different students use different technologies when engaged together in blended instructional activities? How do student teams use technologies in blended learning environments to solve learning problems?

The students that Page is researching were participating in a cross-institutional collaboration between the engineering departments of Syracuse University and Cornell University. There were four groups of students, with each group comprised of four or five individuals. The classes met via distance learning classrooms and computer-based web-conferencing. Computer-based web-conferencing was the major tool for team meetings.

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For the past two and a half years, Page, along with Associate Professor **Dr. Tiffany A. Koszalka** (IDD&E), has been collecting data from the course. Page has a special interest in both asynchronous and synchronous data's roles and how they affect real-world experiences. An evaluation article has been produced addressing major instructional design issues as well as offering suggestions to course designers within similar technology-based educational environments. Page is currently working on an article based on the students' computer-based web-conferencing. The majority of the students' web-conference team meetings, which on average lasted one to two hours, were recorded. Page has sampled several of these videos in order to observe collaborative communication and technology use patterns in these team meetings, and has reviewed them with the aid of two other IDD&E doctoral students, **John Gonzalez** and **Nilay Yildirim** (M.S., IDD&E 2007).

Page presented her research at the national American Evaluation Association (AEA) conference in November. Her presentation, co-authored with Dr. Koszalka, was titled "Exploring Team Technology Use and Collaborative Communication within a Distributed Engineering Educational Environment." Page shared the study results at the presentation, and discussed several evaluation issues when assessing learning in a virtual educational environment. One major issue is how to make the observation of virtual environments more valid, as the validity of recorded-video-based observation has been debated in the literature because the observer is not physically on-site. Page provided justifications to make the existing resources more valid. If video is the only available source, how could a compromise be reached that addresses this disadvantage, but also comes up with a valid evaluation?

In order to address this concern, Page created her evaluation instrument using the following process. The first step was to establish a reliable instrument in order to collect valid data for the research. A strong literature foundation supported the construct validity of the instrument. The observation instrument was then reviewed by two field experts to make sure it would be useful and effective. The expert feedback also helped to improve the instrument. Finally, performing a pilot study and experimentation and checking observation notes also helped revise the instrument, as well as assessed if the results were both valid and reliable. In Page's research, having John and Nilay performing observations truly helped to improve the observational instrument and generate more valid data.

We at IDD&E wish Page continued success in her research as she works toward completion of her dissertation!

Exemplary Editor

Congratulations to Professor and IDD&E Department Chair **Dr. Nick Smith!** Nick and Dr. Paul Brandon, Professor at the University of Hawaii at Manoa, have been appointed to a 3 year term as co-editors of the Exemplars Section of the *American Journal of Evaluation*. The Exemplars Section includes reports and interviews of authors of exemplary and award-winning work in evaluation.

Using IDD&E Experiences to Plan Educational Reform

Monica Burris (M.S., IDD&E 2009) is currently completing her first semester as a doctoral student in IDD&E. She brings a great deal of experience to the department, and plans to use her expanding knowledge to help enact educational reform in the Caribbean.



Monica's main research interests are teacher education and teacher training at the elementary and secondary levels. She is originally from Grenada, and has more than 24 years of teaching experience with students at the primary, secondary, and tertiary levels. She was also involved in preparing and marking local and regional examinations for the students who have completed their primary and secondary education. Monica said, "Because of this exposure, both locally and regionally, I realized that there are many things that need to be changed about the education system. Marking the scripts was a real eye-opener." There is currently educational reform work being done in the Eastern Caribbean, which is attempting to harmonize the separate education systems of the member states of the Organization of Eastern States (OECS), and to address some of the challenges posed by global changes related to all sectors of the economy. Priority is placed on teacher development.

Monica would like to be able to use her prior experience and her education from IDD&E to work with an evaluation team to help identify issues related to teacher development that need to be addressed. She noted that most of the evaluations that take place of current programs are funded and conducted by external agencies, which tend not to be as connected to the schools. The main focus of these evaluations is mid-term and end-of-project reviews that mostly benefit the donors. However, no one is evaluating teachers, who are responsible for program implementation and instrumental to the reform process. Little attention is paid to understanding and catering to their needs, and one of the areas of concern is teacher certification. There is a need to reassess the University of the West Indies teaching certificate for the OECS with a view to developing a set of standards that would guide the certification process. These standards should meet the needs of each OECS member country. Monica plans to return home after completion of her Ph.D. in order to contribute to these educational reform efforts.

There have been several projects that Monica has been doing with her professors at IDD&E that are providing her with a stronger background that she can use to aid her work in the future. Over the course of this semester, Monica has been working with Associate Professor **Dr. Alan Foley** (IDD&E) to prepare the new IDD&E master's program in Instructional Technology (IT), so that it can be accredited through the National Council of Accreditation of Teacher Education (NCATE). Together, they have been reviewing the existing IDD&E master's program and aligning it with the standards provided by the International Society for Technology in Education (ISTE).

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Besides her efforts for the IT master's program, Monica has also been working with Associate Professor **Dr. Tiffany A. Koszalka** (IDD&E) and SU's School of Engineering on a study related to human performance. The current studies are in U.S. schools, but Monica feels that they are very applicable to her work in the Caribbean. She believes that if this research is applied to Caribbean schools, it would be breaking new ground there, and therefore she has a keen interest in it.

As a master's student, Monica was also involved in several projects. In the 2007-2008 academic year, Monica volunteered in the Computer Club that was run by Dr. Koszalka. Monica worked with Dr. Foley in 2008 to conduct research on ePortfolio and Web Accessibility. Dr. Foley and Monica also worked on a usability test of Logger Pro 3 computer software, which enables students that are carrying out an experiment to collect and analyze data at the same time that the experiment is being conducted. In addition, in 2008, Monica worked with **Nilay Yildirim** (M.S., IDD&E 2007), an IDD&E doctoral student, to coordinate the visit of Japanese students from Aichi University. This involved planning all activities and accompanying the students on educational and recreational tours and activities on the SU campus and in the community.

Monica's work with Dr. Foley, Dr. Koszalka, and IDD&E is helping her prepare for returning to the Eastern Caribbean region. Through these projects, she has been acquiring information that can help her to make effective proposals to the Ministry of Education. Her direct involvement with teacher education and her awareness of the need to incorporate certification standards that are aligned to the local context can help Monica to be even more involved with the push to change policies to benefit teachers, students, and schools in the Caribbean.

University Neighbors Features IDD&E Alumna Lecture

Dr. Lisa Daly (M.S., IDD&E 1994), was a featured lecturer at the Westcott Community Center in Syracuse on October 25, 2009. Lisa's presentation, "Grassroots Politics and New Media," was sponsored by the Westcott Community Center and The University Neighbors Lecture Series Committee. Below is information about her presentation that was distributed to the Syracuse area.



"Building on her avid interest in politics, and her experience as an internet consultant, Lisa Daly [spoke] about the way political organizing has changed in recent years largely as a result of the Internet and online communication capabilities. Lisa Daly works as an internet consultant/technical project manager for LogicalSolutions.net, where she has advised several state and local Democratic Campaigns on new media strategy. In the 2006 election cycle, she served on a volunteer basis as the Director of New Media for Dan Maffei's Congressional campaign in New York's 25th Congressional District. During the recent Presidential election cycle, she founded the group, "Syracuse for Obama," which led the central New York grassroots effort to elect Barack Obama, and in 2008, she was honored to attend the Democratic Convention as an Obama elected delegate. In 2005, Lisa earned a PhD in American History from the Maxwell School at Syracuse University."

Online Students Meet Face-to-Face

By Assistant Professor Dr. Jing Lei (IDD&E)

On Saturday, October 24, the online course IDE 611, “Technologies for Instructional Settings,” held an informal gathering in Huntington Hall. Ten of the 16 students enrolled were able to make it. It was the first time for some people to meet face to face, although they had talked and worked with each other online and felt like old friends. It was a happy gathering. We chatted and shared experiences on online learning.



Students from IDE 611 meet up in October. (Picture by fellow IDE 611 student Jiajia Sun.)

Back row, from left to right: Steve Covello, Stacey White, Andrea Sanrocco, Lori Robinson, and Amber Acevedo.
Front row, from left to right: George Irwin, Jilian Jancuska, Eric Stevenson, Lu Chen, and Dr. Jing Lei.

IDD&E Faculty Member Featured in *Inside SU*

Assistant Professor **Dr. Jing Lei** (IDD&E) was featured in the November 17, 2009 edition of *Inside SU*, an electronic news service for the SU community. The article, “School of Education Professor Tries to Narrow Digital Divide,” highlighted Jing’s work with the Digital Entrepreneurship and Excellence Program (DEEP) and her interest in addressing issues of technological inequality. The article was also featured on the front page of *SU TODAY*, a daily e-mail newsletter distributed to the SU community, on November 19, 2009. The article may be found at <http://insidesu.syr.edu/2009/11/17/idde-professor-tries-to-narrow-the-digital-divide/>.

Fall Brown Bag Seminars

IDD&E doctoral student **Sunghye Lee** organized two very engaging Brown Bag seminars this fall semester. These seminars are an opportunity for the discussion of ideas, practice in presenting research, and the gaining of feedback from other students and members of the IDD&E community.

The first Brown Bag Seminar took place in the IDD&E Conference Room on Wednesday, October 21, 2009. IDD&E doctoral student **Kalpana “Kal” Srinivas** (M.S., IDD&E 2005) shared her presentation, *The Impact of Syracuse University's Project Advance (SUPA) on Performance and Persistence: A Proposed Study*. She later presented her proposed study at the National Alliance of Concurrent Enrollment Partnerships (NACEP) conference, which took place from October 25-27, 2009.



Kal's study will determine the impact of SUPA on desired student outcomes such as grade in subsequent course, semester and cumulative GPA, and retention (first year college completion and degree attainment). Her study compares four groups: 1) students who take only Advanced Placement (AP); 2) students who take only SUPA; 3) students who take both SUPA and AP; and 4) students who report taking neither SUPA nor AP, while controlling for pre-college entry characteristics such as high school GPA, SAT/ACT, high school class rank, and family socio-economic status (SES). Kal will also be looking at the gender, race and ethnicity of the SUPA students. Kal plans to use further coursework in multiple regression studies to help guide her research.

On Friday, November 13, 2009, four IDD&E doctoral students shared their research in the Huntington Hall ERC Conference Room at the second Brown Bag Seminar of the year. They had recently given these presentations at the Association for Educational Communications and Technology (AECT) International Convention, and wanted to share their work with the IDD&E community.

Yin Wah Kreher (M.S., IDD&E 2005): *Student Interactions with Digital Video: A Pilot ICT Afterschool Program*.

Yin's research was based on her past work with IDD&E Assistant Professor **Dr. Jing Lei** and the Digital Entrepreneurship and Excellence Program (DEEP). The program used inquiry-based constructivist learning to help students use ICT (information communications technology) tools for digital movie production. Goals included: knowledge of the nature of ICT; the ability to use ICT tools to participate in a digital economy; the ability to create digital products and services in such an economy; and fostering of a positive attitude and continued engagement with the students.

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John Gonzalez: *Lessons Learned: Conceptualizing & Measuring Transfer in a Theme-Based After School Program.*

John's research involved the Curiosity Creek after school program with IDD&E Associate Professor **Dr. Tiffany A. Koszalka**. The program aims to "develop expertise in a topic of interest in environmental science and to design and develop products (stories, videos) based on this expertise." The instructional design process was taught to students in the program through two major components: story creation and video making. John's major research question was "Would students transfer the instructional design process as a framework to approach and solve a problem?"

Nilay Yildirim (M.S., IDD&E 2007): *When Instructional Design Meets Entertainment: Designing Educational Games.*

Nilay's research interests were captured in the question: "How to produce an educational game that is engaging, entertaining, and instructionally sound at the same time?" She looked at the strategies used by commercial games, and synthesized this with the current literature on educational game design. This synthesis paper reports commonly used strategies under two categories. Instructional strategies: 1) incorporate metacognitive strategies into games; 2) provide external support; 3) use teacher/mentor involvement; 4) use scaffolding; and 5) use collaboration. Entertainment strategies: 1) fantasy story-line or environment; 2) sense of control; and 3) challenging activity, and awaking curiosity.

Sunghye Lee: *An Exploration for Designing Context-Sensitive Learning Environment.*

Sunghye's research focused on the potential of context-aware computing technology for learning and instruction. Through ubiquitous and context-aware computing technology, a context-sensitive learning environment could be embedded in our daily lives. These learning environments provide relevant information and/or services to the learner within the context of where learning occurs. This would require instructional designers to understand the learning situation where context is critical and to identify what context information should be considered for incorporating the learner's context into the instructional design.



IDD&E doctoral students share their presentations from AECT at a Brown Bag Seminar in November.

From left to right: Yin Wah Kreher, John Gonzalez, Nilay Yildirim, and Sunghye Lee.

Publications, Presentations, and Seminars

Besides her presentations at AECT and AEA this fall (see the beginning of this newsletter), Associate Professor **Dr. Tiffany A. Koszalka** (IDD&E), was recently a keynote/workshop speaker:

Koszalka, T., (Nov 2009). From theory to practice: designing instruction that enhances learning. *New York Chiropractic College Faculty Professional Development Seminar*. Finger Lakes Region, NY.



IDD&E doctoral student **Janet Clarey** would like to share several publications and presentations.

Presentations:

[Using Social Media Tools to Improve Workplace Learning](#)

[Using Google for Online Learning](#)

[Multi-Generational Learning in the Workplace: Overview and Instructional Design Considerations](#)

[Web 2.0 Trends & Applications for Learning](#) (Online Elearning! Summit)

[Corporate Learning Trends & Innovations Conference](#) (24 Hour Online Global Conference)

She also led two online workshops: “Getting Up to Speed on Social Media” and “How to Make Training Engaging in the Live Online Classroom (with minimal PowerPoint).”

Along with her other presentations and workshops, Janet recently presented at [DevLearn 2009](#), which was held from November 10-13 in San Jose, California. She presented research on the multigenerational workplace and instructional design considerations, titled “[Hype or Not? Research on NetGen Learning and Implications for ID.](#)” She also sat on a research panel on [Emerging Technologies and the Future of E-Learning](#) with Ellen Wagner, Kevin Martin, David Mallon, and Colleen Carmean. In addition, she presented at [LearnTrends 2009: The Corporate Learning Trends & Innovations Conference](#). That presentation was titled “[Microlearning Within Web-based Communities of Practice.](#)”

Janet is also planning for her first keynote presentation for the [Australian Institute of Training and Development 2010 Conference](#), which will be held in Sydney, Australia from April 21-23, 2010. She will be speaking about social media tools for this event.

Finally, Janet has recent publications to share:

[20+ Low-Cost, SCORM Conformant Rapid E-Learning Authoring Tools](#) by Janet Clarey & Staff of Brandon Hall Research. Published July 2009, Brandon Hall Research.

[Web-Based Collaborative Authoring Tools](#) by Janet Clarey & Staff of Brandon Hall Research. Published October 2009, Brandon Hall Research.

Run, IDD&E, Run!

On October 4, 2009, IDD&E master’s student **Ryley Miller** and IDD&E doctoral student **Laurene Johnson** both competed in the 17th Annual Syracuse Festival of Races 5K. Ryley placed 3rd overall in the men’s category, and 2nd in his age group, with a time of 14:46. Laurene placed 8th in her age group, with a time of 22:59.

Laurene also ran in the Century Half Marathon, sponsored by the YMCA of Fulton, NY, on October 11, 2009. She placed first in her age group with a time of 1:46:40.

