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IDD&E Events

Inaugural MSIT Advising Board Meeting

On October 20, 2011, IDD&E held its first Advisory Board meeting for the Masters in Instructional Technology (MSIT) program. The meeting, led by Dr. **Alan Foley**, was attended by instructional technology specialists from various programs around the county. The Advisory Board was assembled to meet yearly to discuss issues related to the new program such as governance, curriculum, current trends, and future marketing and recruitment. The day-long meeting was very well attended and all members present were enthusiastic about the new program and its possibilities for the future.

Possible SU-China Collaborations

Dr. **Jing Lei** and Dean Biklen visited three universities in China in October. The main goal of this trip was to establish collaborative programs that would help recruit students to SU's graduate programs. During this visit, a Memorandum of Understanding was signed between SU and East China Normal University and Henan University, and an agreement was signed with Luoyang Normal University.

Snow Day Coming Soon!

Stay tuned for more information about the next IDD&E community gathering at Song Mountain. The event will be scheduled for early February and we'll spend the day skiing/snowboarding and socializing. Plans for the day will be announced on the listserv in the coming weeks.

Portfolio Brown Bag

The second Brown Bag Session took place on November 17th. The topic of discussion was Portfolios both for Master and Doctoral students, lead by Dr. **Nick Smith**, Dr. **Jing Lei**, and Dr. **Alan Foley**. Students were able to hear not only the requirements of the portfolio from the faculty, but advice from current students who have already gone through the process as well. There will be two more Brown Bag sessions during the Spring semester that will cover other important topics concerning Graduate Students.

IDD&E Students in the News

Congratulations to IDD&E doctoral students **Nilay Yildirim** and **Sung Hye Lee**, who were each awarded a **2011 SU School of Education Research and Creative Grant!** The individual \$800 grants for each will help support their research projects.

IDD&E doctoral student **Leigh Tolley** gave a presentation at the American Evaluation Association (AEA) Annual Conference that took place in Anaheim, CA, November 2-5, 2011. Leigh's presentation was *Everything matters: Understanding the impact of context on formative assessment*.



Leigh's presentation

Photo courtesy of Leigh Tolley

Congratulations to **Leigh Tolley** for being selected as the student representative to the School of Education's Committee on Degrees and the Curriculum. The Committee reviews proposals for new SOE degree programs and concentrations, reviews and recommends ways of evaluating courses, and reviews proposals from SOE faculty or departments having to do with academics with the School. They also forward substantive recommendations to the Assembly for approval, and submit an annual report to the Assembly at the end of the academic year.

Congratulations also to IDD&E doctoral student **Jen Reece-Barnes**, who has been selected to be the program chair for the Disaster and Emergency Management Topical Interest Group for the American Evaluation Association. Her responsibilities will include coordinating sessions and presentations for the annual meeting in Minneapolis in October, 2012, and coordinating the review of submissions to the conference.

Congratulations to **Kal Srinivas**, who recently presented a paper at the annual National Alliance of Concurrent Enrollment Partnerships (NACEP) conference and was subsequently invited by the government relations staff for NACEP to come and present her results in Washington DC.

IDD&E Faculty in the News

Congratulations to Dr. **Alan Foley**, IDD&E Associate Professor. Dr. Foley has been selected as Fellow at the Burton Blatt Institute (BBI) at Syracuse University. BBI Fellow appointments provide select and accomplished faculty the opportunity to collaborate with BBI on innovative projects, related to their disciplines, with impact for people with disabilities.

Continued on next page



Foley will work with Peter Blanck, BBI chairman and University Professor, and colleagues at the Setnor School of Music and the School of Information Studies on a project that focuses on providing innovative, inclusive, and accessible informal learning opportunities to K-12 students through a focus on the science and technology of sounds and music recording.

More information can be seen at <http://soe.syr.edu/news.aspx?recid=285>

Congratulations again to Dr. **Alan Foley** who has also received a Chancellor's Initiatives Grant of \$10,000 to support a project developing a campus accessible mobile app.

The goal of this project is to develop a multi-platform (Web, iOS, and Android) application called AccesSU that supports a range of accessibility issues for members of the Syracuse University, and improves the SU experience for all members of the community. AccesSU will be specific to the Syracuse University and will provide contextual information about accessibility on campus.

Building on the skills and expertise gained in developing and implementing the iAdvocate mobile app, Dr. Foley believes that they can develop a model of cross-campus access usable by other institutions of higher education seeking to make their campuses more accessible.

Publications, Presentations, and Seminars

- Foley, A.** and Ferri, B. (April, 2012). *From assistive to accessible technology: Ensuring access & inclusion*. Paper accepted for presentation at the American Educational Research Association annual meeting. Vancouver, BC.
- Foley, A.** and Flynn, C. (April, 2012). *Mobile technology and disability advocacy*. Paper accepted for presentation at the American Educational Research Association annual meeting. Vancouver, BC.
- Lai, C., **Wang, Q.**, & **Lei, J.** (April, 2012). *What factors predict students' use of technology for learning?: A case from Hong Kong*. Paper accepted for presentation at the American Educational Research Association annual meeting, Vancouver, BC.
- Lei, J.** & Shen, J. (April, 2012). *Assessing digital competencies in science learning*. Paper accepted for presentation at the American Educational Research Association annual meeting, Vancouver, BC.

- Lu, L., Johnson, L., Tolley, L. M., Gilliard-Cook, T., & Lei, J.** (2011). Learning by design: TPACK in action. Technology integration preparation for preservice teachers. In C. D. Maddux, D. Gibson, B. Dodge, et al. (Eds.), *Research highlights in technology and teacher education 2011*(pp. 47-54). Chesapeake, VA: The Society for Information Technology & Teacher Education (SITE).
- Lu, L., & Lei, J.** (April, 2012). *Cultivating reflective practitioners in technology preparation: Analyses of preservice teachers' reflection on their technology integration experience*. Paper accepted for presentation at the American Educational Research Association annual meeting, Vancouver, BC.
- Luo, H., & Lei, J.** (April, 2012). *Emerging technologies for interactive learning: What can be learned from literature review and case studies*. Paper accepted for presentation at American Educational Research Association annual meeting, Vancouver, BC.
- Mugo, B.C. and **Foley, A.** (February, 2011) *Instructional media for the blind in Kenya*. Presentation at the International Conference on Assistive Technology and Persons with Disabilities. San Diego, CA.
- Smith, N. L.** (November, 2011). *Factors impeding and enhancing exemplary evaluation practice*, Presentation at the American Evaluation Association annual meeting, Anaheim, CA.
- Smith, N. L.** (November, 2011). *Emergent, investigative evaluation: Theory, development, and use in evaluation practice*, Presentation at the American Evaluation Association annual meeting, Anaheim, CA.
- Tolley, L. M.** (November, 2011). *Everything matters: Understanding the impact of context on formative assessment*. Presentation at the American Evaluation Association annual conference, Anaheim, CA.

A relationship between college students' perceptions of course and cognitive engagement: A multilevel analysis

Sung Hye Lee's dissertation research, supported by **2011 SU School of Education Research and Creative Grant**, is entitled "A relationship between college students' perceptions of course and cognitive engagement: A multilevel analysis".

This study is designed to better understand the relationship between the integration of instructional design principles and student cognitive engagement. Student cognitive engagement is related to qualitative differences in learning. Engagement is also a key desired outcome in designing instruction. However, there has been little work done in trying to understand the affects of the instructional design components of the learning environment on cognitive engagement.

In this study, Merrill's First Principles of Instruction are employed. Merrill identified a set of basic instructional principles after extensively reviewing various instructional design theories and models, arguing that engaging instruction is a function of the degree to which these principles are implemented.

Therefore, this study will investigate a relationship between the degree to which Merrill's First Principles of Instruction are implemented in college courses and the level of student cognitive engagement. Specifically, the study hypothesizes that there would be a significant amount of variance in student's engagement that occurs between classes, and that the degree to which Merrill's principles are implemented in each class would explain a portion of that variance. Thus, multilevel modeling will be used to test for such between-class variance in student's cognitive engagement. This study will be of interest to the instructional design community, as Merrill's principles are taught in programs around the world, yet little has been done to study their effectiveness in practice.

How to compose a multimedia design article?

IDD&E Doctoral student **Heng Luo (Patrick)**, would like to share with others his experience of composing a multimedia design article with Dr. **Tiffany Koszalka** for the [International Journal of Designs for Learning](#) (IJDL), a new journal published by AECT.

Applying, Creating and Disseminating Design Knowledge: Experience of Composing a Multimedia Design Article

IJDL was created last year with the purpose to provide a venue for designers and practitioners to share their knowledge-in-practice through rich representations of their designs and detailed discussion of decision-making. It encourages authors to submit articles in multimedia format, using video, audio, image and animation to capture the usually complex design process and offer readers richer design experience.

The screenshot shows a web-based interface for a multimedia design article. At the top, there is a navigation bar with 'Home > Vol 2, No 1 (2011) > Luo' and a 'Font' option. Below this is a main header 'Design and Development' with a sub-header 'Prototype Revision' and a series of tabs labeled 'ISD Model', 'Phase 1', 'Phase 2', 'Phase 3', 'Phase 4', 'Phase 5', 'Phase 6', and 'Phase 7'. The main content area is divided into two columns. The left column contains text describing 'Design decision No. 4: Dividing the instructional content into five main components' and 'Component 2: multimedia cases'. The right column features a diagram with a central image of a classroom and several surrounding boxes containing text and icons. A caption below the diagram reads: 'Figure 7. The component of multimedia cases and the component of text description (Move mouse over to see a larger picture)'. At the bottom of the interface, there are buttons for 'index page', 'Back', and 'Next'.

Embracing such purpose, Tiffany and I decided to write up our experience of applying the case-based method in developing a web-based tutorial. The tutorial aims to teach educators how to design learning activities or enrichment programs that engage elementary students in entrepreneurial skills development. The tutorial can be accessed from: <http://entrepforkid.syr.edu/>.

In our article, we divide our design and development process into seven phases and list the key decision(s) behind each phase. Our emphasis is to demonstrate and discuss how those decisions are informed by the assumptions of the case-based method, as well as other theories such as message design and user design. To better illustrate those decisions and their impact on our design, we included 12 PDF documents, 18 audio clips and 9 videos and assembled them into a flash-based article using Adobe Captivate. You can access our article from <http://scholarworks.iu.edu/journals/index.php/ijdl/article/view/1102/1296>.

For those who want to submit design articles to IJDL, we would like to share with you a few lessons we have learned from the experience of drafting, revising, and creating the multimedia article:

1. Don't be afraid to critique your own work and document your "failures". Your failure analysis can provide useful insights for your readers to avoid similar mistakes and critically examine an existing theory or principle that might be incompatible in certain contexts. In fact, one reviewer pointed out that one specific value of our article is its ability to self-critique the work through commentary of the designers.
2. Storyboard first to accommodate the special requirements of a multimedia article. Creating a multimedia article is a quite different experience from writing a conventional paper, requiring a layout that effectively connects text content with other media content, a structure that is easily searchable and accessible, and an overall presentation that is attractive and creative to accommodate different learning styles. As a result, we suggest authors adjust their writing tradition accordingly. The best way is to create storyboards of the article first and write in ways that are appropriate for the storyboards. We recommend using PowerPoint slides for the storyboard.
3. Provide a text manuscript for the multimedia article. While we were excited about the potential of using different media to present our design case, we included a text manuscript of all the content in the article, including the captions for the videos and narrations. The text manuscript is easier to skim through, download, disseminate, print, and cite; it also suits the need of people who prefer reading conventional papers.

Alumni News

Jason Ravitz (Ph.D., 1999) continues at Buck Institute for Education (<http://www.bie.org>) and has been serving as Chair of the Problem Based Education SIG for the American Educational Research Association. He has collected a list of PBL-related resources that may be of interest: <http://tinyurl.com/aerasigpbl>.

Glenn R. Showalter, Our alumnus, (MS, 1976), has provided the following reflection on his life in IDD&E: *"The IDD&E faculty and program inspired me to be a great teacher as I still work on that goal. Thank you! Prof. Doughty's course (ITE-521) was so fantastic I still uphold it as one of the best courses of my college career; team teaching at its finest. It inspired in me the fundamental principal of the purpose and goal of kindergarten; to instill in a child enjoyment, fun, and love for lifelong learning and in this case teaching. Just like Henry Brooks Adams said, A teacher affects eternity; he can never tell where his influence stops."*

Jim Ellsworth (Ph.D., 1998) married another educational technology graduate, the University of Virginia's Dr. Stephanie Moore, this July in Oklahoma. Jim is still assigned to the faculty of the U.S. Naval War College in Rhode Island, so this marriage has been a real transcontinental endeavor! Jim has also been nominated to run for the International Society for Performance Improvement (ISPI) Board of Directors, and he and Stephanie recently published an article on defining effective vision and mission statements, with Roger Kaufman, in the July issue of ISPI's *Performance Improvement Journal*.

Important Dates and Deadlines

First day of classes: January 17, 2012

Add deadline: January 24, 2012

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Call for Information

We are currently gathering material for upcoming IDD&E newsletters, and would like to include updates from staff, students, and alumni. Please send any information you would like included in the IDD&E newsletter to **Di Sun**, IDD&E Newsletter Editor, at dsun02@syr.edu.