SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
Instructional Design, Development, and Evaluation

# IDD&E Spotlight

Happy Holidays from the Chair!

Dear All: Greetings from Syracuse!

We have concluded a very busy and productive fall semester and are getting ready for the spring semester. We are very happy and proud to see that our students are actively engaged in various projects and activities, are building their professional careers, and have received awards and honors for their accomplishments.
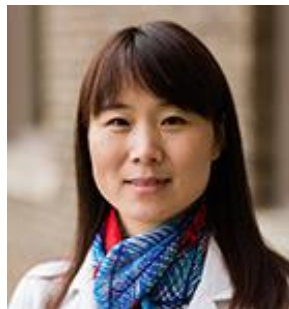
Our esteemed alumni are making an impact around the world through their exceptional scholarship, entrepreneurship, and leadership, and are being recognized for it. In the last year, the IDDE faculty, through considerable hard work and effort, completed a review of our degree programs required by the university as part of a four-year cycle of program reviews expected by the university's regional accreditor, the Middle States Commission on Higher Education. This was the first time these reviews were conducted at SU, and IDD&E was one of the two SOE departments chosen to go through this process in the first year. Our reports received very positive recommendations from the School of Education Review Committee. Another exciting news is that we are in the process of searching for a new faculty member: A Tenure-track Assistant Professor in Instructional Design & Evaluation. We have a large pool of very strong candidates, and we are very optimistic that we will have a highly qualified new colleague to join us in August 2018. We will keep you updated with the progress in the spring semester.

We wish you and your family a very happy and prosperous new year!

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New IDD&E Students

IDD&E WELCOMED NEW MASTER AND DOCTORAL STUDENTS

On August 23, 2017, new students were welcomed at the IDD&E Department. Current doctoral students **Monica Burris** and **Jiaming Cheng** together with the IDD&E faculty led an introductory Orientation and Information session. It was traditionally followed by a potluck lunch, in which the faculty and doctoral students share food with the new group of students. We wish the new students best of luck and success in our program!


New IDD&E M.S. and Ph.D. Students in Fall 2017

The potluck lunch after the orientation for new IDD&E students

SPOTLIGHT: Professor

GERALD EDMONDS: CONCURRRENT ENROLLMENT PROGRAMS BETTER HELP STUDENTS TRANSITION FROM HIGH SCHOOL TO COLLEGE

In summer 2017, the book *Bridging the High School–College Gap* (2016) got a positive review in the educational journal *The Teachers College Record* (TCR). The book was edited by an adjunct faculty member Dr. **Gerald Edmonds**, Ph.D., and IDD&E alumna **Tiffany Squires**, Ph.D. We met with Pr. **Edmonds** in his office and asked a few questions about the book. (The interview below is edited for length and clarity.)
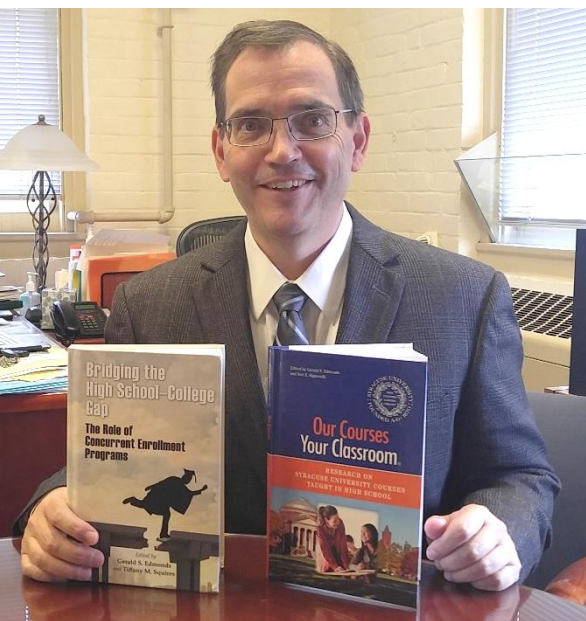
Gerald Edmonds, Ph.D.

How did you involve with the project?

We actually published two books. The first self-published edited volume gathered previously published studies that had been written about SU Project Advance. But still, there are not many books out there about concurrent enrollment programs that pull together definitions, different research studies, and articles about what was happening in various states. I thought there was a gap in the literature on concurrent enrollment and an edited book will bridge that gap.

How does it feel to see the book you'd worked at getting such a positive review in Teacher Record College?

When I saw it, I was driving back from New York. I saw several messages on my phone that said "review." I wasn't sure what they were all about, but then opened them and realized they were about the book we'd published. I felt nervous at first, but it turned out an extremely positive review. It was nice to see that the book had been very well received by *Teachers College Record*.

What do you hope the impact of the book to be?

To help further the scholarship of concurrent enrollment, to get people—both practitioners in research and faculty—to have concurrent enrollment or dual enrollment program as a focus of their research. I think that those types of programs do provide that extremely valuable role to help students make the transition and give them an idea what to expect at the next level.

Click to read the full interview with Jerry on the RIDLR website

SPOTLIGHT: Alumni

JASON RAVITZ: 'THE BASICS' STILL HOLD TRUE

Dr. **Jason Ravitz's** (M.S. 1995, Ph.D. 1999) IDD&E journey started with a conversation that took place in the air and he hasn't landed yet. His career in IDD&E has taken him to K-12, higher education, high tech R&D, and now Google. **Jason** says, "Studying instructional design at Syracuse changed my life and set me on an exceptional career trajectory. I enrolled in graduate school in the late 90s because I wanted to study the role of the Internet in education reform."

Jason currently shares his passion for instructional design as Education Outreach Evaluation Manager at Google. In this role he manages evaluations of over $10M in educational programs, advising on design and development projects and supporting computing education and nonprofits worldwide. When asked what his advice is to current IDD&E students and alumni interested in pursuing a career, Jason offered the suggestion to find the best people you can, who are doing work you most admire, and see where they need help.

Jason Ravitz, '99

Jason began by finding leaders in using the Internet for education reform and saw they they needed help with evaluation. This provided an opportunity to make himself useful (starting in very small ways) and learn from pioneers in the field in a way that allowed his contributions to grow.

What has changed in the world of Internet and education reform?

Since my Syracuse days, the Internet has obviously exploded in ways few could have imagined. Most surprising was how quickly social networking took over, but this was not as well-designed for learning as we might have hoped. Millions have come online without experiencing the kind of collaborative learning structures we hoped for in the early days when we imagined revolutionizing education via computer supported collaborative learning, and the like. . . . .

Click to read the full story with Jason on the RIDLR website

Faculty News

IDD&E MEETS THE LAW SCHOOL

On Friday October 6, 2017, **Tiffany A. Koszalka**, Ph.D., professor in IDD&E facilitated an **Instructional and Learning sciences** workshop for Syracuse University's Law School faculty. A request was made by **Deborah S. Kenn**, Professor and Law School Associate Dean of Clinical and Experiential Education, to conduct a professional development session on learning sciences and instructional strategies practices.

The focus of the session was to provide attendees with ideas on how to prompt more critical thinking and deep learning in Law School Students. **Dr. Koszalka** used and customized a variety of materials created by the **RIDLR group** (Research in Designing Learning Resources—http://ridlr.syr.edu/) to engage the attendees in examining their thinking about the intersections among levels of learning, outcomes, and strategies. Hands-on activities engaged them in thinking about the variety of instructional strategies they might use to prompt deeper thinking in their students based on generative learning strategies, cognitive flexibility, and reflection. Much of the attendee conversation centered on the use of reflective practices.

Dr. Koszalka provided four RIDLR concept papers:

1. *Generate learning and its Application to Learning Resources*,

2. Cognitive Flexibility and its Applications to Learning,

3. *Level of Engagement and its Application to Cognitive Flexibility*, and

4. *Reflection and it Application to Learning Resources* as pre-readings to the session (See http://ridlr.syr.edu/publications/).

Dr. Koszalka leading a workshop on Instructional and Learning Sciences to SU Law School faculty

She also provided access to three RIDLR short tutorials as pre-work: (1) *Primer on Levels of Processing and Learning*, (2) *Writing Learning Objectives*, and (3) *Assessment and Instructional Strategies* (See http://ridlr.syr.edu/tutorials/).

The interactive workshop reviewed and provided opportunities to discuss learning theories. We walked through a 4-step approach to the instructional design process, specifically describing the 'hows and whys'—from creating instructional goals, learning objectives, and assessments to choosing instructional strategies.

SU Law School professors participate in Dr. Koszalka's workshop

These discussions were followed by activities that prompted the attendees to develop creative ideas to demonstrate their understanding of the session content and to draft ideas for enhancement of a unit of instruction from one of their courses and share those ideas with the group.

In the end, several attendees had commented how valuable the session was in allowing them, as a group, to discuss curriculum and instructional approaches. Others had comments on how the session helped them develop a better understanding, from both a theoretical and practice perspective, of their own teaching. IDD&E once again has helped another part of the university in the overall goal of enhancing the quality of instruction!

Interested in **RIDLR**? See all of our projects, papers, tutorials, news, and other resources at http://ridlr.syr.edu/ !

Student News

NATHAN ELEQUIN PROPOSES A BUSINESS IDEA RELATED TO IDD&E AND GETS INTERVIEWED BY *GEOSPACIAL SOLUTIONS*

Nathan Elequin: "Thanks to the support of Syracuse's Blackstone Launchpad and local resources at The Tech Garden, I have decided to use my studies in instructional design and project management to develop a business model around helping educators discover, implement, and assess instructional software in learning settings. With the working name of "Starfruit," an educational technology consulting company dedicated to matching schools with the instructional software best-suited to improve teachers' experiences or their student's engagement. This educational consulting concept was pitched at business competitions at Syracuse University and in Upstate New York on November 14, 2017, among 12 other teams. Though I didn't win, I am competing in contests in Spring 2018 and am building online content to share with those interested in learning about Edutech in the classroom.

Nathan Elequin, M.S. '18

"Also, in mid-September a writer from the website **Geospatial Solutions** reached out to me via LinkedIn and asked to interview me for a piece he was writing on how Gamification and Geospatial Information Systems (GIS) would intersect in the future. He has published his article recently and gives me a great deal of credit, including providing a link to my Edugames blog from our class IDE 611 Technologies in Instructional Settings."

JACOB HALL GETS AN AWARD AT THE 2017 AECT CONFERENCE

Doctoral student **Jacob Hall** got the Best Student Paper award at the 2017 AECT Conference in Jacksonville, Florida. His presentation was on the design of a technology integration course based on David Merrill's first principles of instruction. The initial results of the study were shared with a discussion of how these results may contribute to future course design.

IDD&E STUDENTS TRANSLATE INSTRUCTOR COMPETENCIES

The International Board of Standards for Training, Performance, and Instruction (ibstpi ®) is updating the Instructor Competencies, the current version of which was published in 2004. To help reach out to diverse populations across the world, several IDD&E doctoral students are involved in helping translate the new set of standards into different languages. **Lili Zhang** and **Jiaming Cheng** are translating the competencies into Chinese, **Abdulrahman Alogaily**—into Arabic, and **Yuri Pavlov**—into Russian.

Abdulrahman Alogaily explains the survey that will be used to validate the new Instructor Competencies

Left-to-right: Abdulrahman Alogaily, Jiaming Cheng, Lili Zhang

IDD&E OCTOBER SOCIAL EVENT

On October 28, 2017, doctoral student **Jacob Hall** arranged a potluck at his house where current doctoral students and faculty members had a chance to take a break from a hectic semester and enjoy good company, good games, and good food.

UPDATES IN THE IDE 621 COURSE

This Fall 2017, a variety of students in the School of Education took *IDE 621 Principles of Instruction and Learning* taught by **Pr. Tiffany Koszalka**. This fundamental course shows how learning theories (behaviorism, cognitivism, and social learning) inform instructional design theories which instructional designers use in their jobs. The course is updated every year. This year, a new component was a module on learning theories designed by doctoral student **Yuri Pavlov** together with **Pr. Koszalka** in Adobe Captivate. The module allows students to help students revise the content and be better prepared for both in- and out-of-class activities.

Students of the IDE 621 course in Fall 2017

THE LAST ROUND OF IDE 841

This Fall, the last round of the *IDE 841 The Nature and Design of Inquiry* course was offered to doctoral students in the School of Education. The course was traditionally taught by **Pr. Nick L. Smith** who will retire in the summer of 2018. Six students from the departments of Counseling and Human Services, IDD&E, and Science Education dived into the world of inquiry and focused on understanding "the dead body"—a powerful metaphor for a phenomenon of interest that Pr. Smith uses in this course. Students shared their research interestes in cultural humility, equine-assisted therapy, climate change education, cognitive engangement, self-regulated learning, and student response systems. It turns out that research is not a set of procedures or elegant designs, it is akin to crime investigation: one needs to find and interpret clues in order to understand the phenomenon of interest. Conducting research requires use of sharpened everyday skills: observation, reasoning, knowledge, and intuition. The other metaphor for

Left-to-right: Lili Zhang, Jessie Darkis, Peitao Zhu, Nick Smith, Gaye Ceyhan, Chris Hromalik, Yuri Pavlov. The last (ever) class session of IDE 841 The Nature and Design of Inquiry

research, in **Pr. Smith's** opinion, is a social game: it has its players who establish the rules of the game and sanctions within it for playing a "bad game."

WHAT DO THEY HAVE IN COMMON? GREAT IDE 631 STUDENT PROJECTS!

What do these topics have in common?

International students
Immunization records
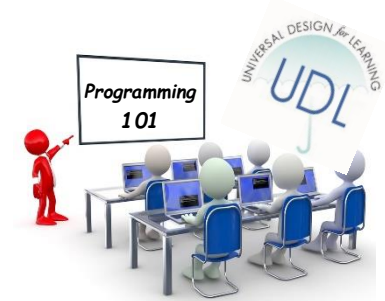

Zambian voter ballot casting

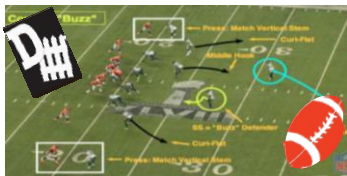Blackboard usage by
international students

Google docs uses by
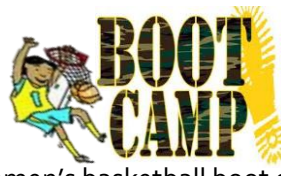faculty in writing courses

Miami's criminal response team
communication and coordination

Computer science courses and
hearing-impaired students

Cover 3 Defense in Football

Women's basketball boot camp

Chinese High School Students
and Public Speaking

These topics where chosen by students in *IDE 631 Instructional Design and Development I* for their team project. Student teams were charged with identifying an area of interest in which they had some experience and expertise. They then had to identify a gap in performance in that area that was due to a knowledge, skill, or attitude deficiencies.

With a definition of the performance gap, students further gathered information and analyzed the possible causes of the gap, defined the competent performer, created a hierarchy of the content required to reach competency, defined level of learning, and proceeded to design an instructional solution that could close the gap.

As shown above, the topics included large-scale issues of voting, athletic performance, international students preparation of health records, technology and communication skills, and universal design knowledge. They called on instructional and media design principles, learning theories, and other key aspects of ID to design an instructional solution.

Key criteria for the projects included instructional goal, learning objectives, assessments, and instructional strategies that aligned to help close the identified performance gap. In the end, each team prepared a report on their proposed solution and a 10-minute presentation that they presented at the end of the semester. Each were graded on demonstration of design competencies, alignment of instructional components, focus on closing identified gaps, creativity, and ability to communicate in written and verbal forms.

WHAT IS A COMPETENT INSTRUCTIONAL DESIGNER?

By the end of their first semester, students in *IDE 631 Instructional Design and Development I*, are to identify 7 of 22 competencies they believe are most important demonstrating competence as an Instructional Designer. Then, they create a model Instructional Designer constructed of seven different everyday items, each representing a unique competency. Where do these 22 competencies come from?

IDD&E's curriculum is built upon a foundation of the Instructional Designer Competencies developed, revised, and internationally validated by [ibstpi©](ibstpi) (International Board of Standards for Training, Performance, and Instruction). Students work on a variety of activities throughout the semester where they become familiar with and practice the 22 competencies. They then select the 7 most important competencies, develop a rationale of why their choices are most important, identify

IDE 631 Instructional Design and Development I, Fall 2017
The last class where students present their I.D. models

common objects that represent these competencies, and construct a model ID. Below are close-ups of some of their ID Models representing a variety of communications, ethics, analysis, theory, design, evaluation, technology and management competencies. Can you guess how these models represent the competencies?

DESSERT AND DISCUSSION MEETING

On December 11, 2017, there was an annual Dessert and Discussion meeting between the IDD&E faculty and Ph.D. students. Pr. **Nick L. Smith** shared his insight on how to have a productive and enjoyable career. According to him, we have to push the boundaries to the outer limits, build an identity in our field, play the "game" well, do excellent work, persist and believe in ourselves, and emphasize the positive. Needless to say, a good dessert is always a plus!

Left-to-right: Jiaming Cheng, Monica Burris, Lili Zhang, Chris Hromalik, Mary Wilhelm-Chapin, Pr. Nick Smith, Pr. Jing Lei, Jacob Hall, Pr. Tiffany Koszalka, Tianxiao Yang, Yuri Pavlov

Pr. Nick Smith sharing his ideas on how to have an enjoyable career—to build a persona that stands out

IDD&E faculty and Ph.D. students are playing the game "Never have I ever in my career…"

Alumni News

TOM REEVES REMINISCES ABOUT HIS TIME AT SYRACUSE

Thomas Reeves

Thomas Reeves: "In 1978, I represented Syracuse University as an AECT Intern at the conference held in Kansas City. Now nearly 40 years later, I was one of the three keynote speakers at 2017 AECT in Jacksonville, Florida. Earning my Ph.D. at SU prepared me well to give what will be my 65th keynote in 30 different countries. Thank you."

Thomas is a professor emeritus at the University of Georgia at Department of Career and Information Studies.

ERIN CUNIA—BRIGHT CARRER PATH AFTER HER STUDIES AT SU

Erin Cunia

Erin has worked at **National Grid** for six years as an Instructional Designer in the US Technical Learning & Development area. In the past four years her focus has been on training and supporting users in SAP system business process and procedures. She recently presented at the SAP Sapphire and America's SAP Users' Group annual conference. She also accepted a promotion to New Talent Development Manager in April. **Erin** enjoys helping colleagues learn and is looking forward to the new challenges of developing new talent for the company. Erin is also active in the CNY ATD Chapter, serving on the Employee Learning Program committee. **Presentation**: Cunia, E.C., & Liddle, D. (May 2017). *A Class Isn't Always the Answer: Reframing Training at National Grid*. Presented at SAP Sapphire Now ASUG Annual Conference, Orlando, FL.

WENDY THOMPSON STARTED A PUBLISHING HOUSE

Wendy Thompson

Wendy Thompson: "Hi, fellow IDDEers! I've started my own publishing company. **Duho Books** publishes books that capture, retain, and preserve the unique history of the Bahamas and Bahamians through the written word. Starting this Fall 2017, we will publish three books every quarter. Thank you so much your interest, love, and support. Yours in Orange, Wendy Thompson (aka Wendy Coakley-Thompson)."

STEVE COVELLO HELD IMPORTANT WORKSHOP

Steve Covello ('11) hosted a daylong workshop for NERCOMP entitled "Teaching with Rich Media" at the College of the Holy Cross, Worcester, MA, September 27, 2017. The workshop focused on the advantages of teaching with rich media in a pedagogically sound way and the skills and knowledge instructors need to do this effectively.

Steve Covello

KAREN BULL—NEW POSITION

Karen Bull was appointed Associate Dean of Academic Affairs at University College of Syracuse University. Syracuse University news reported that "[p]rior to joining University College, Bull served as assistant director of online learning and later as director of program evaluation at Onondaga Community College."

Karen Bull

IDD&E Allies

COLIN YANG REMINISCES ABOUT IDE737

Colin Yang, M.S. Teaching and Curriculum '17

Fellow of the Open Society Foundations:

"The Summer Course **737 Advanced Instructional Design** changed my impression of online courses completely. What sets itself apart from other online offerings is its purposeful design to encourage learners to connect with professionals in their fields during the process of enhancing our own instruction storyboard. Its emphasis on authentic learning, guided self-critique of instructions, and reflection journaling is exactly what makes a better instructional designer in the real world."

Colin Yang

How can you contribute?

IDD&E faculty and students are most grateful to our alumni and faculty who through their generosity provide additional funding to encourage and support our students. Gifts are used to sponsor students in conference travel, R&D activities and dissertation work, like those showcased in this newsletter. Thank you to our alumni, faculty, and friends who have contributed to our development funds. We humbly ask that you continue to remember IDD&E in your future giving.

Please visit **The Syracuse University Giving** webpage at http://giving.syr.edu/giving-tosu/give-now/, or **call 877-2GROWSU (877-247-6978)** or mail gift with form from SU Giving website. Please also remember to write or say that you wish your gift to be used in **the IDD&E Professional Development Fund or Department**. You can also call us at 315-443-3703.

Thank you so much for your ongoing generosity. Your gift makes a difference!

IDD&E Spotlight

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Thanks to each student who helped make this newsletter possible. Specials thanks to Mary Wilhelm-Chapin and Elnara Mammadova!
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Call for Information

Have any news? Publications? Presentations? Awards? We want to hear about them!

We are looking for information for the upcoming newsletters and we would love to hear from you!

Please send any and all information that you would like to share with the IDD&E community to **Yuri Pavlov**, at ypavlov@syr.edu

Or you can submit your stories, publications, conference experiences, presentations and other news, simply go to our form page located at http://ridlr.syr.edu/news/your-idde-story/and fill out the pre-defined fields.