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Congratulations, Associate Professor Lei!

The School of Education Promotion and Tenure Committee has recommended **Dr. Jing Lei** (IDD&E) for promotion to Associate Professor, with all associated rights and privileges. Jing has an outstanding record of research, teaching, and service contributions. The IDD&E department and community are indeed very fortunate to have her sharing her talent, skills, and enthusiasm with us.

Congratulations, Jing, and thank you for being such a valued member of our community!



Jing Lei, Ph.D., will officially be promoted from Assistant Professor to Associate Professor in Fall 2010.

IDD&E Welcomes New Students

Four new doctoral students have been accepted into IDD&E. Welcome to **Ari Abramovsky** and **Jennifer Reece-Barnes**, who are both starting as doctoral students this semester. Current IDD&E master's student **Kevin Forgard** and IDD&E C.A.S. student **Theresa Gilliard-Cook** will begin their doctoral programs in the fall.

Congratulations and welcome to all!

Introducing Dr. Yongjin Lee...



Dr. Lee (left), with Dr. Koszalka, her dissertation committee chair, after her successful defense.

Congratulations to **Dr. Yongjin Lee**, who masterfully defended her doctoral dissertation on February 11, 2010. Her dissertation was titled “Concept Mapping Strategy to Facilitate Foreign Language Writing: A Korean Application,” and she was very well prepared to present and defend her ideas. According to her dissertation committee chair, Associate Professor **Dr. Tiffany A. Koszalka** (IDD&E), “the outside readers were very engaged, commented on how significant this work will be to language learning communities, and both encouraged and volunteered to help Yongjin prepare this work for immediate submission to language, higher education, and instructional sciences journals.”

Yongjin’s other committee members were IDD&E Professor and Department Chair **Dr. Nick Smith** and Dr. Sungdai Cho, Associate Professor of Asian and Asian-American Studies at Binghamton University.

Congratulations, Dr. Lee!

IDD&E Faculty Member Provides Advice for Aspiring Academics

Associate Professor **Dr. Alan Foley** (IDD&E) was part of a faculty panel on academic interviewing on November 10, 2009, titled “Tips on Making Effective Presentations (Research and Teaching) during Your Campus Interview.” Alan and four other recently hired SU faculty members shared their experiences and what they learned when interviewing at research universities and liberal arts colleges. The panel was one of the programs offered through SU’s Center for Career Services (CCS) and was supported by The Graduate School. A video of the session in which Alan presented is available on CCS’s Academic Job Search page, <http://students.syr.edu/careerservices/gradstu/acadsearch.htm>.

Alan also was a panelist for a program titled “Focus on Faculty Forum: Cool Tools for Teaching,” which was presented on October 14, 2009. The panel was part of the Future Professoriate Program (FPP) Seminars Series, and was sponsored by the office of the Associate Provost for Academic Administration at SU.

Providing Real-Life Experiences for IDD&E Students with Kevin Forgard and Lori Robinson

Scott L. Shablak, Ph.D., is the Director of the Office of Professional Research and Development (OPR&D) at SU. He is a former faculty member in the Teaching and Leadership department in the SOE and former Assistant Dean of Professional Development, and has a strong background in educational administration. In collaboration with the Training Systems Institute (TSI), also at SU, Scott and his colleagues have been able to provide IDD&E students with real-life field experiences where they can apply what they have learned in the classroom. Two current IDD&E master's students, **Kevin Forgard** and **Lori Robinson**, share their experiences below.

Initially, OPR&D focused on professional development (especially in the field of literacy), training, presentations, and speeches, and began to do some evaluation work in the schools as well. According to Scott, the goal of OPR&D is to help programs to continuously improve their work through sustainability and replicability. OPR&D will write evaluation proposals for grants, and then help the client to conduct the evaluation while aiding the management and handling of the responsibility of the grant investment. Scott says, "We basically see ourselves as educators helping people to do their work better. We use evaluation to help them improve their work, and sustain their work when the investment goes away."

Evaluations conducted by OPR&D have ranged from those sponsored by schools at SU, such as SOE, the Maxwell School, and the School of Engineering, to grants to evaluate interventions in school districts. Work is also done with government-funded programs, businesses, and K-12 schools, particularly those in a rural setting. In addition, OPR&D works closely with TSI, a professional arm of IDD&E, which conducts an array of R&D and training programs and services related to planning, design, development, delivery, evaluation, and management of education.

In the past, several graduate students in IDD&E have been able to build upon their own experiences with involvement in these programs. If you are interested in learning more about potential opportunities for field experience with OPR&D and TSI, please contact Dr. Scott Shablak at sshablak@syr.edu.



Kevin Forgard has been a master's student at IDD&E since Fall 2008. His future plans involve continuing his studies in the department as a doctoral student and moving forward in developing a career as a higher education instructional designer. During Kevin's first semester, IDD&E faculty recommended for him to work with Dr. Scott Shablak at the OPR&D. After an interview, Dr. Shablak saw the potential in Kevin and asked him to get involved on a project to evaluate the School of Education's Teacher Opportunity Corps (TOC), run by SOE Assistant Dean Sandy Trento and SOE Professor Dr. Mara Sapon-Shevin.

The TOC evaluation project involved pairing up with the TOC student coordinator to assist with the collection of data to be used in the annual report for the New York State (NYS) TOC. The project was a year-long effort involving training the student coordinator on using a data training system, and then disaggregating the collected data for the NYS evaluation report.

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In the spirit of bridging IDD&E theory with practice, Kevin was able to use the TOC program as the basis for his evaluation project in IDD&E's course, IDE 641, "Techniques in Educational Evaluation." This allowed Kevin to not only bring his classmates into the project through classroom practice, but it also helped him conceive of the OPR&D TOC evaluation project within the broader spectrum of evaluation theory.

In the end, the relationship between OPR&D and IDD&E was further strengthened, providing Kevin with real-life evaluation experience and the opportunity to develop relationships with Dr. Shablak and his team. As Kevin mentions, "Scott is a pleasure to work with, and someone who is always willing to give sound advice. I would suggest getting involved with any project at OPR&D, no matter how small; it is well worth your time. This is especially true if you are interested in developing your evaluation skills. The TOC evaluation project provided me with a valuable foundation and learning experience that carries with me today."



Lori Robinson began the master's program in IDD&E in Fall 2009. She would like to eventually work with the development of a football program, either at the collegiate level or for a professional organization. At a college or university, either at a specific school, in a conference such as the Big East, or for a national organization like the National Collegiate Athletic Association, Lori would like to develop or improve a program that helps incoming student athletes with their transition into a major Division I setting. Helping student athletes make the transition to large programs, such as Syracuse University, would help them to be successful in all aspects of the college experience. It would also help them succeed academically by providing them with individualized aid.

Lori was a student athlete as an SU undergraduate. Although she initially was primarily interested in the evaluation aspect of IDD&E, she opened up to other possibilities after her first semester in this program. She says, "I like the whole process of IDD&E and I'm not yet sure what I specifically want to key in on. Though I don't see myself as all that creative, I think I am very effective in taking an idea and developing, changing, improving it until it becomes perfect, ideally." She first became involved with OPR&D and TSI when she overheard Dr. Shablak and his colleagues discussing a one-credit course offered in athletics, and she offered her opinions based on her own experiences.

Along with Dr. Shablak and his staff, Lori is working on an evaluation of the Activities Program at SU. Currently, the program is housed in the Exercise Science program in the School of Education. The goal of this project is to determine how the program actually functions, review the revenue it generates, and compare this program to those offered at other comparable schools. Through working on this project, Lori has been able to make strong connections between what she is experiencing and what she is learning about processes such as front-end analysis in her classes.

When describing her experiences and how they relate to her studies, Lori says, "Working on projects in class and other real-life program projects help to put the IDD&E field into perspective. We all take classes in various IDD&E-related topics, but working on a project (in-class projects also included), and completing the front end analysis, design, development, implementation, and evaluation steps really helps make the class work more applicable."

It's a Boy!

Congratulations to **Micah Shippee** (C.A.S., IDD&E 2006) and his wife Laura on the birth of their son, Orin George Shippee III. Orin, named after Micah's grandfather, was born on January 15, 2010, and weighed 7 pounds and was 20 ½ inches long. The family, including big sister Bekah, now 2 ½, are doing well.



Micah and Orin



Laura and Orin



Orin George Shippee III



Micah, Orin, and Bekah

A Different Kind of Reciprocal Teaching: What I Learned at Assumption College

by Leigh M. Tolley

Brother Anant approached our table in the canteen. The teachers with me greeted him with the *wai*, their hands pressed together with fingertips near the bridge of their noses as they bowed their heads in respect. “Ah, you’re surviving lunch?” he asked me. “Brother Anant, you know I’m fine with Thai food!” I responded with a grin. He laughed, patted me on the shoulder, and walked past us. The woman seated to my right turned to me and started speaking rapidly in Thai. I looked at her, slightly dumbfounded, while she kept talking. She abruptly stopped in what seemed mid-sentence, her eyes huge. She clamped her hands over her mouth, exclaiming in English, “I’m sorry! I forgot you don’t know Thai!” She collapsed against my shoulder, giggling. It was at that moment that I realized that I had been accepted.

The above incident occurred during my second week at Assumption College in Bangkok, Thailand. I had accompanied IDD&E Associate Professor **Dr. Tiffany A. Koszalka** to help her teach IDE 621, “Principles of Instruction and Learning,” and IDE 631, “Instructional Design and Development I” to a group of 18 teachers and administrators. These were the first two of five courses needed for completion of a graduate certificate in Educational Technology through IDD&E. This July, Tiffany will return to Assumption College to teach IDE 656, “Computers as Critical Thinking Tools,” the next course in the series. **Brother Anant Prichavudhi** (M.S., IDD&E 1988; C.A.S., IDD&E 1989), the Director/Principal of Assumption College, may also visit IDD&E again this spring.

I had completed IDE 621 and IDE 631 only a few weeks before departing for Thailand early in the morning on January 1st. I was curious about how these courses would be taught in just ten days; it had been a lot of information for me, a native English speaker, to synthesize over an entire semester. I was excited to work with these courses as a teaching assistant, and to also learn about and experience Thai culture for the first time. I was not disappointed.

For two weeks, IDE 621 was in the morning, and IDE 631 was in the afternoon. Almost all of the students stayed well past the end of the day to continue working on their course projects in their groups. I was struck by how well the teams of three worked together to help each other understand and discuss the course materials. Many of them told me how hard they were working to understand the concepts of learning theories and instructional design, and it was evident in their discussions and questions. I was impressed with their ability to learn so much material in such a short period of time, especially since English was their second or third language.

In addition to helping students when they had questions about their work, I also observed classes daily to try to assess classroom engagement. Not knowing what to expect, I developed a checklist to monitor observable behaviors, such as contributing to class discussions, asking questions, or participating in small groups. Each day, I recorded my observations based on class and small group interactions. At the end of the courses when I was reviewing the raw data, I noted how overall participation increased over the two weeks. This matched well with what the teachers and administrators were telling Tiffany and me about their increasing understanding of the materials and their growing confidence in using English to write and discuss their ideas.

As a doctoral student in IDD&E, I gained a great deal from this experience. I went through the process of researching how engagement could be measured and observed through reviewing articles and existing questionnaires, developing and refining the instrument I planned to use, and assessing the worth of my checklist after implementation. I learned that understanding my research questions, creating a plan that aligned with them, and having flexibility to refine what I was doing based on what I was able to observe were all key skills that I can apply to future research endeavors.

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I have a teaching background at the high school and college levels, but working with the individuals at Assumption College was my first time in any teaching role at the graduate level. It was a challenge for me to shift my thinking to help the students develop their own understanding of the material, rather than simply explaining how I made sense of it. Through preparing daily class summaries that prompted reflection on the lessons, answering individuals' questions, providing guidance on course projects, and discussing with groups how they were going to represent what they had learned, I was able to improve my own teaching.

After completion of my doctoral studies, I would like to become a university faculty member. My experiences with Assumption College led me to apply to the Future Professoriate Program (FPP) at SU, so that I may continue to hone my teaching, leadership, and research abilities. I had thought that being in Thailand would mean that I was teaching others; now I realize that they were also teaching me.



Top and bottom images: Teachers and administrators at Assumption College in Bangkok, Thailand, as they work with materials from IDE 621, "Principles of Instruction and Learning," and IDE 631, "Instructional Design and Development I" in January 2010.

Center image: The final day of class, January 15, 2010. In front are the students' instructional designer models for IDE 631. Seated are (L-R) Bro. Pisutr Vapiso, Bro. Anant Prichavudhi, Dr. Tiffany A. Koszalka, Leigh M. Tolley, and Bro. Thinnakorn Boonsawang.

Center photo courtesy of Assumption College

Publications, Presentations, and Seminars

Dr. Alan Foley, Associate Professor (IDD&E), was recently quoted in *The Dallas Morning News*. The article discusses technology integration in schools, and can be accessed through the link below.

Weiss, J. (2010, March 16). Homework at North Texas high schools is going high-tech. *The Dallas Morning News*. Retrieved from http://www.dallasnews.com/sharedcontent/dws/dn/education/stories/DN-schooltech_16met.ART0.State.Edition1.4bcb539.html

Alan has also been invited to attend the 2010 Adobe Education Summer Institute in San Jose, CA, where he will be making two presentations. For the first, he will be speaking to a group of K-12 and higher education leaders on Universal Design in Instructional Technology; the second talk is for Professional Development of K-12 Technology Leaders.

IDD&E doctoral student **Janet Clarey** recently co-authored a magazine article:

Rao, V., & **Clarey, J.** (Dec. 2009). Enterprise 2.0: A parallel meritocracy. How new consumer web technologies are migrating into enterprise, triggering profound shifts in communication and collaboration based business processes. *Elearning! Magazine*. Retrieved from: <http://www.2elearning.com/lead-news/article/enterprise-20-a-parallel-meritocracy.html>

Janet also had a paper published by Brandon Hall Research:

Clarey, J. (March 2010). Blended learning 2010: Trends and descriptions of real-world initiatives. Retrieved from <http://www.brandonhall.com/publications/blendedlearning2010/blendedlearning.shtml>

Heng “Patrick” Luo, an IDD&E doctoral student, has an upcoming article to share:

Luo, H. (in press). The role for an evaluator: A fundamental issue for evaluation of education and social programs. *International Education Studies*.

Dr. Foley Appointed to Project Advisory Board

Associate Professor **Dr. Alan Foley** (IDD&E) has been appointed to the Advisory Board for the ACCESS-ed Project (Accessible Campus Climate Environment Support System for Education). The ACCESS-ed Project is designed to develop and test a process that delivers low-cost universal design of instructional, information media, and physical environments to higher education campuses nation-wide. The three-year project is funded by the U.S. Department of Education’s Office of Postsecondary Education.

IDD&E Alumnus's Work with Translation and Technology

Bailin “Berlin” Fang (M.S., IDD&E 2005), and IDD&E doctoral students **Liangyue “Monnie” Lu** and **Heng “Patrick” Luo** recently helped in the translation of an anthology of readings in open education for the *Journal of Open Education Research* in China. Berlin also served as an English editor for the anthology, together with Minjuan Wang, Associate Professor of Educational Technology at San Diego State University. The project offered valuable opportunities for scholars of two countries to share perceptions of open and distance education. The journal publishes papers mainly in Chinese, but an English paper is also included in almost every issue. Editors of the journal therefore call for submissions of papers in English. Submissions can be sent to: kfyj@shtvu.edu.cn.

Berlin is the Associate Director of the North Institute, Oklahoma Christian University. Due to the unique environment on his campus, where every student has a laptop and an iPhone/iPod Touch issued by the university, Berlin was quite involved in sharing observations with other practitioners in the field about threats of digital distraction and opportunities of student engagement in a mobile learning environment. He used what he learned from IDD&E, such as activity theory, in perceiving and explaining such issues.

Berlin was recently invited to speak for an Educause conference on mobility and mobile learning. His presentation was titled: "From Digital Tools to Study Buddies." He was also interviewed on the topic by the University of Ontario Institute of Technology's e-learning newsletter, *Contact*, and the recording can be accessed at <http://www.uoit.ca/teachingandlearning/contact/jan10/fang.mp3>.

In addition, Berlin had a recent publication in EDUCAUSE Quarterly, which may be of interest to IDD&E students doing studies about the use of digital devices in the classroom:

Fang, B. (2009). From distraction to engagement: Wireless devices in the classroom. *EDUCAUSE Quarterly*, 32(4). Retrieved from <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/FromDistractiontoEngagementWir/192959>

Students from Aichi University in Japan Visit SU

From February 21 to March 2, 2010, a group of undergraduate students from Aichi University, Aichi Prefecture, Japan, visited Syracuse University, as well as local schools and attractions. The students were led by Dr. Satoshi Tsukamoto, who earned his Ph.D. in Cultural Foundations of Education in 2001 from the SOE. The students toured the SU campus, accompanied by former IDD&E Department Chair **Dr. Phil Doughty**, and attended several classes in the S.I. Newhouse School of Public Communications. While in Syracuse, the students also visited East Syracuse Minoa High School and Nottingham High School. They saw a performance at Syracuse Stage, and even attended an SU basketball game.

This was Dr. Tsukamoto's fourth visit to SU with his students, and these trips are part of his courses in American cultural studies. During this visit, the thirteen students were showcased in the Syracuse *Post Standard* newspaper as they visited a local school. The article may be read here: http://www.syracuse.com/news/index.ssf/2010/02/japanese_college_students_visi.html

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Above: Visitors from Aichi University, who were in Syracuse and the surrounding area from February 21 through March 2, 2010.



Right: Students from Aichi University take notes while visiting the Stickley Furniture factory in Manlius, NY on February 25, 2010.

Photos courtesy of Carolyn Doughty

Important Dates and Deadlines

Doctoral Qualifying Examinations will be held in May:

- **Friday, May 7:** **Research**
- **Monday, May 10:** **Design/Development**

Doctoral Qualifying Examinations will also be held in August:

- **Friday, August 20:** **Research**
- **Monday, August 23:** **Design/Development**

The deadline for registration for the May exams is April 1; the deadline for the August exams is July 1. Please notify Linda Tucker if you plan to take the exams in August, so that faculty may be notified before summer break.

You must have completed your research apprenticeship before you can take either qualifying exam. You can take both exams in one semester, or one each in two consecutive semesters.

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 **Leigh Tolley**, IDD&E Newsletter Editor, at lmtolley@syr.edu.

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