

Newsletter

IDD&E

Instructional Design,
Development & Evaluation

Syracuse University
School of Education

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Congratulations Graduates!

Another year draws to an end...

We are proud to see this new group of IDD&E students move from their academic years to graduation... and beyond! All the effort you have put into your own learning and satisfying our (faculty) goals is soon to pay off. Please keep in touch and send us updates. We love to hear about the many context in which our alumni find themselves working... their accomplishments and recognitions... the new ways in which they are improving the world around them .. and how their SU/IDD&E education has helped! As you move from student to alumni, know that we are proud of you!



Masters (MS):

**Jason Alteri, Chris Hromalik, Heng Luo, Siyuan Luo,
Julie Rummings, Brooke Winkelmann, Jie Zhang, Lili Zhang,
Zhiyun Zhang**

Masters in Instructional Technology:

James Cantu

CAS:

Gwendolyn Maturo-Grasso

PHD

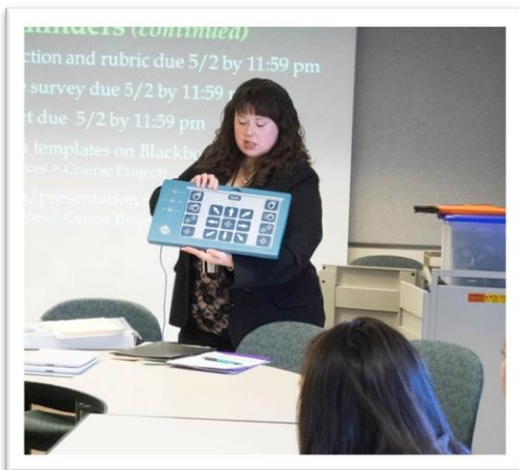
**Yin Wah Kreher
Liangyue Lu
Nilay Yildirim**

Department News!

NEWLY IMPROVED! Master of Science in Instructional Technology (MSIT)

By **Dr. Tiffany A. Koszalka**

A few years ago we began offering the MSIT degree to New York State initially certified teachers. The 37 credit, 2 year program was designed to prepare teachers for their professional certification as a NYS Educational Technology Specialist. We are excited to announce that we have revised and now received NYS approval to offer a more focused and shorter version of this program.



Doctoral student **Leigh M. Tolley** is teaching

The new 30-credit program allows full-time students to complete the course work within 1 calendar year. The required practicum has been redesigned into a 1 credit per semester (fall, spring, summer) fieldwork experience giving students practical school-based experiences that align with what they are learning in each



Students use iPad in class

class, each semester. A variety of activities in classes and at practicum sites support students in developing a rich portfolio that will aid in their reflection, self-assessment, and ultimately in securing a position after graduation (or boost their standing in a current teaching position). The courses continue to provide the NYS required learning, curriculum, technology, leadership, and research themes while providing the students with opportunities to develop the added value of instructional design competencies.

This slim version of the MSIT consists of robust content matter and activities that align with Instructional Designer standards, NYS Educational Technology Specialist Training, and ISTE standards, together exceeding NCATE/CAEP accreditation requirements and providing students with a superior education in instructional technology. Students enjoy the collaborations among fellow teachers as well as those pursuing non-K-12 education careers as instructional designers, researchers, and scholars. Part-time students are also welcome to apply and take a little longer to complete the coursework. Visit IDDE.SYR.EDU to learn more.

SOE SELECTED STUDIES PATHWAY... TO IDD&E

By **Dr. Tiffany A. Koszalka**

The Bachelor of Science in Selected Studies in Education (SSE) is the ideal major for students who are interested in exploring educational issues and pursuing careers related to education. This program is designed for students committed to having a role in social change through creative action in a variety of fields and disciplines. This bachelor's degree is unique because it is tailored to every student's individual interests and aspirations. Upon graduation, students pursue graduate degrees in a variety of fields or enter the professional world. For example, SSE students pursue careers in global education, educational media, counseling, higher education, K-12 and college coaching, sports management, non-profit organizations, the policy arena, and community oriented education programs. The possibilities are endless, since the SSE major can accommodate a multitude of educational interests. The current focus areas include: Post-Secondary & Human Services Fields; Schooling & Diversity; Education, Technology, & Media; and Physical Activity: Sport, Coaching & Recreation.

The IDD&E 30-credit Master of Science degree is an ideal option for SSE students to continue their preparation for

an education-related career outside of the K-12 environment. Currently we are proposing pathways for SSE students interested in the Education, Technology & Media and Physical Activity foci to take IDE courses in their senior year, as undergraduates, and complete the Master of Science degree course work (summer and fall) in the December following their undergraduate graduation. They simply matriculate into the IDD&E master program in their senior year, take 4-5 courses as undergraduates, and take 5-6 courses as graduate students over the summer and fall. This program gets knowledgeable students into the job market 6 months early!

The program is built around internationally validated Instructional Designer standards that will prepare graduates to work both domestically and internationally. Our students find positions quickly and often rapidly progress in their careers after graduation. Interested SSE students should contact their advisor and IDD&E to learn more. Visit IDDE.SYR.EDU to learn more.

Brown Bags in this spring!

This semester, IDDE students held two successful Brown bags!

On Friday, January 17th, the IDD&E department held a brown bag session where doctoral students **Ye Chen**, **Ashley Scott**, **Leigh M. Tolley**, and **Michaele Webb** shared work that they had presented at recent conferences. Ye had presented her work at the international convention for the Association for Educational Communications and Technology (AECT)

Ashley also presented at AECT, and Leigh and Michael had presented at the annual meeting of the American Evaluation Association (AEA). After the presentations, brief question and answer sessions about each person's work took place, and informally, everyone discussed their experiences with submitting proposals, preparing for, and presenting at conferences as an IDD&E doctoral student. (By **Leigh M. Tolley**)



Left to right: **Ye Chen, Jacob Hall, Ashley Scott, Lina Souid, and Di Sun**

Ye Chen, Jacob Hall, Ashley Scott, Lina Souid, and Di Sun spoke at an IDD&E brown bag this past April as a rehearsal for the Eastern Evaluation Research Society's (EERS) conference at the end of the month. Their presentations focused on what they learned in Professor Nick Smith's course on concepts and issues in program evaluation. Audience members posed thoughtful questions and gave insightful feedback for presenters to consider as they refined their presentations. The success of this brown bag will hopefully be repeated this fall as many IDD&E students will be preparing to attend the Association for Educational Communications and Technology (AECT) conference. (By **Jacob Hall**)

Faculty in News!

This spring **Dr. Jing Lei** presented a paper titled "Using Technology to Facilitate Modeling-Based Science Education: Lessons Learned from a Meta-analysis of Research in 2000-2010" at the American Education Research Association Annual conference in Philadelphia.



Dr. Jing Lei presented at the AERA Annual conference

This paper is one of the products of her NSF grant project titled “Achievements and Challenges of Modeling-based Instruction (ACMI) in Science Education from 1980 to 2008”. Coauthors of this paper included several IDDE graduate students who worked on this project: **Heng Patrick Luo, Ye Chen, and Sung Hye Lee.**

Using Videos in Courses

By **Dr. Rob Pusch**

Two years ago Dr. Marlene Blumin approached me about implementing flipped learning in her CLS 105 course. Over the next six months we worked to develop the videos. This is one example of a project that included three students, now all graduates, of IDDE: **Megan Rawlings, Amber Stephens and Shakis Drummond.** This is just one example of the type of projects we take on at Project Advance that provide practical opportunities for IDDE masters students.



Dr. Rob Pusch

Alumni in News!

Dream big, design the dream and go for it!

By **Patricia Ragan**

The fundamentals of Instructional Design are design, develop, implement and evaluate. That is my perspective as a graduate from Syracuse University’s Instructional Design, Development and Evaluation program. The purpose of this article is to explain my Instructional Design (ID) process in an effort to help educators with creating learning activities that are highly effective and prepare students for 21st Century challenges.

PROJECT BASED LEARNING

What is a Project Based Learning environment? What does it look like? In my classroom, PBL looks and feels like controlled chaos. The notion of giving up control in the classroom is mind blowing for most teachers, including myself. But when you see students taking ownership of their learning, that restiveness pays off.

When students are engaged in a Project Based Learning activity, they are accessing prior knowledge that was delivered in your classroom (or in other classrooms for an interdisciplinary approach) and apply that knowledge to a learning activity. Designing a PBL learning activity allows the educator to identify the outcome of instruction delivered in one, or many, classroom settings.

For example, my goal is to get my students hired or accepted into the college of their choice. I use PBL activities to directly prepare my students for 21st Century challenges and opportunities. My Canastota.

Apprentice students demonstrate professionalism and confidence building through conference calls with corporations, presentations to judges (including teachers and administrators), and through collaborating with business leaders in the community

In my view, my classroom is practice for the corporate or college world. Within your classroom walls lies the opportunity to make mistakes, learn from mistakes and move forward without looking back. Businesses and colleges want to accept and hire students with this competitive edge. Designing PBL learning activities that engage deep learning is one way to provide that edge to our 21st Century learners.



Beck and **Patty** (right) booth buddies in Barcelona

INSTRUCTIONAL DESIGN IN ACTION

CEO: Collaborative and Enterprising Opportunity

I wrote a PBL learning activity after being inspired by Skype logos on display on the Microsoft campus and as a result implemented my CEO program in 2012. My learning activity, [CEO: Collaborative and Enterprising Opportunity](#) can be found on the Microsoft Partner's in Learning Network. My goal was to use Skype in the classroom and to have my Entrepreneurship students collaborate with business owners from across the country for advice and feedback as students developed the business plan. Once I had my goal in mind, the learning activity started to unfold. I wrote the program and had students collaborating with entrepreneurs via Skype for a period of five weeks. I was fortunate enough to be selected as a Microsoft in Education Innovative Expert Educator. As an Expert Educator, I presented the CEO program in Barcelona Spain as part of the Microsoft in Education Global Forum. I met educators from around the globe and although I was going for gold for the USA, I found that my purpose was much different. It was not to win, but to learn from other cultures how to be an effective educator. For more on my trip to Barcelona and lessons learned, please visit my [blog post](#). At the forum I attended trainings including 21st Century Design, 1:1 Deployments and a panel discussion with educational leaders. The technology showcase provided the opportunity to “play” with various types of technology to implement into the classroom. Partnerships and products such as Office 365, Corinth and Edmodo left an impression.

It is my sincere hope that this newsletter article helps educators to write their own learning activities and implement. The most important step is going for it...try it out once and evaluate your process later. Please let me know if I can be of assistance to anyone working to write and implement a new learning activity. Now go for it!

Patricia Ragan is a 2004 MS IDD&E student. Now she is working at Canastota Jr. Sr. High School as a CTE-Business Teacher. She just presented her CEO program in Barcelona Spain, the Microsoft in Education Global Forum. following is her twitter account and blog address, feel free to contact her and exchange ideas on instructional design!



Twitter: PatriciaRagan1 / Blog: raganator.edublogs.org

Dr. Steve Moore is a 2008 PhD and 2006 MS IDD&E graduate, Syracuse MBA 2000. Steve is currently working in faculty development, curriculum development, and student support at Fairmont State University. His work is funded by a U.S Department of Education Title III: Strengthening Institutions Grant. In addition to his academic work at Fairmont, Steve consults on the creation of Student Support, Peer Mentoring, and Faculty Development programs. Steve has been teaching in Business and Education for several years. He has worked as the Director of Bachelor's Programs and the Director of Business and Accounting programs. He has taught in both the U.S. and abroad. Click the link :<https://drive.google.com/folderview?id=0B0U7p9L-xY7CZkdka3kxZVFVXYkk&usp=sharing> to read the whole story on the newspaper.



Dr. Tom Phelan(PhD, 1996) consults on instructional programs for adults primarily in emergency management areas of training, exercise design, online course design, incident management teams, and communication. **Dr. Phelan** has conducted facilitator training for the New York City Office of Emergency Management, Syracuse Research Corporation, Dale Carnegie Institute, the Nuclear Regulatory Commission and several corporate clients across the United States. **Dr. Phelan** has designed emergency and incident management response training for the City of New York Office of Emergency Management, the National Response Team/CDC/NIOSH, school districts, colleges and universities, corporations such as IBM, Disney, Pearson, Children's Hospital of Philadelphia, Sanofi-Pasteur, American Electric Power, and training in communications for the Nuclear Regulatory Commission. He has designed exercises for USDA/APHIS, FDIC, Boeing, the Department of the Army, and has presented in the U.K., Singapore, Sri Lanka, and New Zealand. He is a contract instructor for FEMA at the Emergency Management Institute in Emmitsburg, Maryland. He serves proudly as a volunteer Writing Guide in the HEOP Program at Hamilton College and is currently a member of the Advisory Board of the Urban Assembly High School for Emergency Management in New York City. He has consulted for public and private organizations as President, Strategic Teaching Associates, Inc. in the UK, India, Sri Lanka, Singapore, New Zealand,

Canada and across the United States. He was presented the New York State Senate Liberty Award for his service as a responder at Ground Zero on 9/11, and the Best Practices Award from PPBI for his service in Sri Lanka following the Indian Ocean Tsunami. His book is *Emergency Management and Tactical Response Operations: Bridging the Gap(now available in Chinese)*.

Jason Ravitz(PhD, 1999) now is working at Google as Educational Outreach Evaluation Manager. Job will be focused on evaluating efforts to improve computer science programs especially aimed at under-represented populations and women. Here is a link for his recent publication: <https://independent.academia.edu/JasonRavitz>

Liangyue Lu(PhD,2013) got a faculty position! Here a short passage from her:

In December 2013 I accepted a Visiting Assistant Professor position in the Educational Leadership Department at Grambling State University. Grambling State is one of the Historically Black Colleges and Universities (HBCUs). The Educational Leadership Department offers both master's and doctoral

degrees in developmental education, and prepares professionals ranging from master teachers to executive-level leaders in education. As a member of the Instructional Technology Faculty, my major responsibilities are teaching graduate courses in instructional design and undergraduate courses in instructional technology integration, advising graduate students, and pursuing scholarly activities. My study and teaching experience in IDD&E has helped me a great deal transitioning from a graduate student to a faculty member. Go IDD&E!



Liangyue Lu(PhD,2013) at work

Students in News!

On January 29th, the Graduate School of Syracuse University held a 90-minute session about how to construct a teaching portfolio. The presentation was introduced by representatives of the Graduate School and the Teaching Assistant Program, and was led by three SU Teaching Mentors: Iara Mantenuto (Linguistics), Sarah Pfohl (Photography), and **Leigh M. Tolley** (IDD&E). Teaching Mentors are experienced SU Teaching Assistants (TAs), selected by the Graduate School, that help to prepare new TAs across the university for their roles through the main TA orientation in the summer and in smaller sessions throughout the academic year.

Good news! **Leigh Tolley** has been appointed as a Teaching Mentor for the fourth year in a row. **Jacob Hall** was also selected as a Teaching Mentor for this year, and this is his first appointment in the position. Congratulations to both of them!

Five doctoral students presented at Eastern Evaluation Research Society

By Jacob Hall

Although the Eastern Evaluation Research Society prides itself in being evaluation's oldest professional society in the United States, five IDD&E students brought novelty to the 37th annual conference. **Ye Chen, Jacob Hall, Ashley Scott, Lina Souid, and Di Sun** were awarded the opportunity to present as two separate student panels. Each panel discussed fundamental issues in evaluation from the perspectives of classical evaluation theorists and the implications these theories have on the tension between rigor and resources. The presentations were as follows:

- **Chen, Y.** (2014, April). *A Fundamental Issue for Evaluation of Education and Social Programs*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Hall, J.** (2014, April). *Evaluator competencies: In theory and in practice*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Scott, A.** (2014, April). *Issues of evidence related to evaluation studies*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Souid, L.** (2014, April). *Considerations when Choosing Inquiry Methods: Recommendations from Theory*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Sun, D.** (2014, April). *Classic Theorist Positions on the Tradeoffs between Evaluation Rigor and Resources*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.

Highlights of the conference included meeting the editor of the course textbook for IDE 741, Laura Leviton, playing a blend of *mad libs* and *improve* with distinguished scholars, and learning how to continue a presentation after having your audience leave due to the fire alarm.

Eastern Evaluation Research Society

By Ashley Scott

From Sunday, April 27th until Tuesday April 29th, I was a group of five IDD&E students attending and presenting at the Eastern Evaluation Research Society annual conference in Galloway, New Jersey. Joined by my colleagues Jacob Hall, Di Sun, Lina Souid, and Ye Chen, I spent the last few days of the semester learning more about evaluation. On Monday, Di, Jacob, and I presented papers on fundamental issues in evaluation, based on our IDE 741: Concepts and Issues in Educational Evaluation course from the fall semester., and Lina and Ye presented their papers on Tuesday morning.



Jacob Hall presenting his paper

Overall, this conference was a wonderful experience. I was able to take skill building workshops on statistical testing in Excel, managing politics in evaluation, and taking advantage of “opportunistic” experiments. I think that my favorite presentation was one called “What I am Thinking Now” where a group of well-known evaluators talked about their thoughts on the tension between rigor and resource in evaluation. We all had a good time and have many stories to share, including the when the fire alarm went off during my presentation. It was a false alarm, thankfully, but definitely something that I will never forget! On the last day at the conference, we were also able to meet and talk to Dr. Laura Levinton, who was one of the co-authors of the Foundations of Program Evaluation book that we read as a part of our course in the fall. She was delighted to take a picture with us for our IDD&E Newsletter, and even signed Di’s textbook!

This was my first evaluation conference, and one that I hope to attend in the future. I was able to learn a lot and meet a fantastic group of people.



Dr. Laura Levinton signs **Di Sun**’s textbook from IDE 741, the textbook we used for our presentations and papers!



Left to Right: **Lina Souid**, **Ye Chen**, **Dr. Laura Levinton**, **Ashley Scott**, **Jacob Hall**, and **Di Sun** on the last day of the conference

AECT 2014 Proposals Accepted to Share Practical Experiences of IDD&E Students

By Lina Souid

This academic year, Jacob Hall, Yufei Wu and I worked closely with Dr. Tiffany A. Koszalka to create self-assessments for IDE 656: Computers as Critical Thinking Tools. This is a continuation of last year’s redesign effort taken on by a group of IDD&E students under the mentorship of Dr. Koszalka. We are happy to announce that four presentation proposals on this project have been accepted for the 2014 AECT conference in Jacksonville. The four proposals are co-authored by the four members of the design team.

The first accepted proposal is a Design and Development Showcase titled, "Computers as Critical Thinking Tools: Primarily Self-Directed, Online Capstone Course". AECT (n.d.) describes the Design and Development Showcase as an opportunity for practitioners to showcase innovative programs that are informed by theory and research. In this session, the current design of the course, which includes a flexible structure, virtual sessions, project choice, prerequisite review, video tutorials, learning contracts, and a

frequently-asked-questions section, will be presented.

The second accepted proposal is a panel session titled, "Collaborative Design of an Online Self-Directed Course: An Example of Cognitive Apprenticeship". In this session, the design team will talk about their experiences, with each member talking about a topic of his/her interest that emerged during the project. We will also discuss how the project was informed by cognitive apprenticeship, based on the guidance, coaching, and mentorship Dr. Koszalka provided to the student designers.

The third accepted proposal is a roundtable titled, "Designing Feedback to Increase Interaction and Learning in an Online Self-Study Course". In this session, the self-assessments will be shared with a focus on the types of feedback that were designed to reinforce content, correct misconceptions, and facilitate learning.

The fourth accepted proposal is a

concurrent session titled, "Course design features that can reduce academic procrastination in self-directed online courses". In this session, the design features that were added to IDE 656 to reduce academic procrastination, such as learning contracts, virtual sessions, and instructions for course activities, will be presented.

We are excited to attend the AECT conference next fall to share the work we have done and what we have learned along the way. We want to thank Dr. Tiffany A. Koszalka for her mentorship, support, and feedback during the design project and proposal process.

Reference:

Association for Educational Communications and Technology. (n.d.). *Association for Educational Communications and Technology*. Retrieved May 3, 2014, from <http://aectorg.yourwebhosting.com/events/call/Dshowcase.asp?>

Mrs. Obama's Visit to Chengdu No.7 High School & the Eastedu Distance Education Program

By Lili Zhang

On March 25, 2014, Mrs. Obama visited Chengdu No.7 High School as part of her visit to China. As her focus in this trip is education, she has great interests in the distance education program of Chengdu No.7 High School. Eastedu, the company now I am working for also contributes to this distance education program. Therefore, I, as a translator and speaker, took part in all of the related activities.

When Mrs. Obama firstly arrived at the auditorium of No.7 High School, we (Eastedu) broadcast her speech to all the distant students. Then about half hour later, she stepped into one of our e-classrooms and communicated with front students (from No.7 High School) and distant students (from Wenjiang No.2 High School and Yilong High School) through our remote teaching system. She answered 5-6 questions and shared her views of distance learning, education, impression of China, especially Chengdu, and her experience of learning different culture worldwide.



Lili Zhang (right) and her co-worker

Chengdu No.7 High School' distance program offers full-time remote live teaching to around 182 distant schools. There are more than 10,000 distant students sharing the quality education of No.7 High School in real-time. Eastedu mainly provides technical supports including satellite, live-teaching software, instructional materials management system, etc. It also provides teaching services and evaluation to distant schools.

I currently work as a research specialist and instructional designer in Eastedu, and participate in two projects: evaluation of the remote teaching program and design and development of educational software.

But for this event, I was assigned by the General Manager as a translator and speaker to arrange program introduction and present to many White House staff and American press. My role is mainly introducing our remote teaching mode to all the people that are not very familiar with distant education, especially our collaborative role of local teachers in distant schools, etc.



Eastedu's remote teaching system

Recent Publication

BOOK:

- Russ-Eft, D., Bober-Michel, M., **Koszalka, T.**, & Sleezer, C. (2014). *Fieldbook of ibstpi Evaluator Competencies*. Charlotte, NC: Information Age publishing.

ARTICLES:

- Brandon, P. R., **Smith, N. L.**, Ofir, Z., & Noordeloos, M. (2014). Monitoring and evaluation of African Women in Agricultural Research and Development (AWARD): An exemplar of managing for impact in development evaluation. *American Journal of Evaluation*, 35(1), 126-141. DOI: 10.1177/1098214013509876
- Faber, D., Pellegrini, B., Teles, E., and **Smith, N. (Chair)**. Evaluate National Visiting Committee Report of the March 5-6, 2014, Committee Meeting. Report submitted to the National Science Foundation and Western Michigan University, March 24, 2014.
- **Ravitz, J.** (2013, December 3). Using Within-Teacher Comparisons to Evaluate an Intervention at the Individual and District Level. [Web log]. Retrieved from <http://aea365.org/blog/jason-ravitz-on-using-within-teacher-comparisons-to-evaluate-an-intervention-at-the-individual-and-district-level/>
- **Ravitz, J.**, & Blazeovski, J. (2014). Assessing the Role of Online Technologies in Project-based Learning. *Interdisciplinary Journal of Problem-based Learning*, 8(1). Retrieved from <http://docs.lib.purdue.edu/ijpbl/vol8/iss1/9/>
- **Ravitz, J.** & English, M. (2013, November 1). PBL in K-12: A survey of researchers and an emerging shared online resource. In M. Simonson (Ed.). *36th Annual Proceedings of the Association for Educational Communications and Technology*, Vol 2, pp. 565-572. Anaheim, CA. Retrieved from <https://www.academia.edu/6812342>
- **Ravitz, J.** (2014). A survey for measuring 21st century teaching and learning: West Virginia 21st Century Teaching and Learning Survey [WVDE-CIS-28]. Retrieved from <https://www.academia.edu/5901608>

Recent Publication (continues)

- Russ-Eft, D., **Koszalka, T.**, & Robichaux, L. (December 2013). Instructional designer competencies: American and European Comparisons. *Research abstract in Newsletter for European Research in Learning and Work*. (<http://www.b.shuttle.de/wifo/educ/news.htm>)

MULTIMEDIA PRODUCTS:

- *Syracuse University Academic Integrity Online Seminar* (2013) Syracuse University, (**Koszalka, T.**, with Zhang, L., & Zhang, Z.)
- *Altar Server Training – Animated and Narrated Digital Tutorial with booklet*. (2013) Holy Cross Church, Dewitt NY, (**Koszalka, T.** with Zhang, Z.) see: <http://hccparish.wordpress.com/ministry/religious-education/altar-servers/>
- *A Brief Field Guide Tutorial: Using the ibstpi Instructional Designer Standards* (2013). Interactive, online, narrated tutorial and guide designed to help a variety of ibstpi users work with the ibstpi Instructional Designer competencies and performance statements. (**Koszalka, T.**, with Cantu, J., & Zhang, L.)

PRESENTATIONS:

- **Chen, Y.** (2014, April). *A Fundamental Issue for Evaluation of Education and Social Programs*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Chen, Y., Koszalka, T.**, & Luo, H. (2013). Online Learners' cognitive presence in self-directed inquiry: Evidence from learners' reflective writing. Paper accepted for presentation at 19th Annual Sloan Consortium International Conference on Online Learning. Lake Buena Vista, Florida, November 20-22, 2013. The conference website: http://sloanconsortium.org/conference/2013/aln/submission_details#Timeline
- **Hall, J.** (2014, April). *Evaluator competencies: In theory and in practice*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Koszalka, T.** (2013). The story continues: Instructionally sound, flexible, contextualized, interactive, online, self-study. *AECT*, Anaheim, CA.
- Luo, H , & **Koszalka, T.** (2013). Critical design features of self-directed online case-based instruction: From theory to practice. *AECT*, Anaheim, CA.
- Luo, H , & **Koszalka, T.** (2013). Case-based learning module: Design features, perceived usefulness, and impacts on learning. *AECT*, Anaheim, CA.
- Russ-Eft, D., **Koszalka, T.**, & Robichaux, L. (2013). Instructional designer competencies: American and European Comparisons. *Presented at the 2013 University Forum for HRD and Academy of Human Resources Development Conference*, Bristol, England, June 2013.
- **Scott, A.** (2014, April). *Issues of evidence related to evaluation studies*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Soid, L.** (2014, April). *Considerations when Choosing Inquiry Methods: Recommendations from Theory*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.
- **Sun, D.** (2014, April). *Classic Theorist Positions on the Tradeoffs between Evaluation Rigor and Resources*. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ.

Giving Back

IDD&E faculty and students are most grateful to our alumni and faculty who through their generosity provide additional funding that helps us encourage and support our students. Gifts have been 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 hope that these stories demonstrate how much **YOUR** support has enriched so many. 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-to-su/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!

Syracuse University
Instructional Design, Development
and Evaluation Program
330 Huntington Hall
Syracuse, New York 13244-2340

Phone: 315-443-3703

Fax: 315-443-1218

Email: Lltucker@syr.edu

IDD&E Hours

8:30 – 5:00

Monday - Friday



Editor: Jiaming Cheng

Thanks to each and every student who helped to make this newsletter possible!
Thanks for Ashley Scott providing pictures of EERS!

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 **Jiaming Cheng**, at jcheng@syr.edu