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## Happy Spring from the Chair!

It is so exciting to see all the work and fun that has occurred in IDD&E over the last year. As a small group of faculty we are so encouraged by the efforts, accomplishments, and contributions of our students and alumni. Within this edition of our newsletter you will find stories on new IDD&E curricula, research and development activities, student and alumni accomplishment, unique projects, awards and recognitions, and much more. Our faculty and students and alumni are productive and making an impact around the world!



In a couple of weeks our senior students will graduate and earn Certificates of Advanced Study, Master of Science, or PhD degrees. All have participated in a rigorous set of courses and numerous experiences where they have contributed to our programs and profession... and those who are employed inside or outside of the university have contributed to their current work contexts. Many of our faculty, students, and alumni work on Syracuse University activities that are influencing them and enhancing the quality of student and faculty experiences across campus.

All will have an exciting career ahead of them as this field continues to grow and be recognized as a critical part of the world economy that can positively influence human performance and productivity. CNN Money (2015) reports Instructional Designer as the 38<sup>th</sup> best job in America!

We were unable to publish all of the news we received from students and alumni as this newsletter is already very long. We will add your news to the next edition, so please keep sending us your stories, accomplishments, publication and project updates ... and know that our students are the main beneficiaries of your kindness in sharing. Enjoy the stories... onward, Tiffany A Koszalka

## Introducing **RIDLR**... ...R&D group focusing on **Research in Designing Learning Resources**

**Instructional Design, Development and Evaluation is thrilled to announce the development of a new research and development group focused on understanding of how learning resources can be best designed to prompt critical thinking and deep learning.** The resources under investigation are primarily those digital resources that can be used in a range of online and off-line learning contexts including self-directed activities, online collaborative endeavors, facilitator-directed sessions, and any other learning context where digital learning resources are used.

We are starting with the premise that well designed learning resources incorporate 4 dimensions: generative learning, cognitive flexibility, reflection, and level engagement appropriate to the expected learning outcomes. Several ‘seed’ projects completed over the last three years have engaged us in developing a more cohesive and comprehensive line of study that will initially engage IDD&E doctoral and master’s students and faculty together in research and development projects... and hopefully grow to involve faculty and students around campus and beyond.

### **Dimensions under investigation**

**Generative learning** suggests that learners are actively creating (generating) their new knowledge by mentally forming relationship and connections between new information and prior knowledge and experiences. By nature, generative learning is learner-centric and includes a combination of hands-on physical engagement with new content with minds-on, or thinking, engagement with the content.

**Cognitive flexibility** suggests that learners develop, change, or adapt their content perspective based on new or complex situations. By nature, cognitive flexibility in learning is prompted when learners are exposed to multiple dimensions of knowledge representations, are afforded flexibility in the ways they interact across knowledge components, and are prompted to consider multiple perspectives on and representations of new content.

**Reflection** suggests that learners transform experiences into deep understanding by thinking about connections among previous, current, and future experiences in the content domain. By nature, reflection in learning is prompted when learners are attempt to make sense of experiences, develop experiences into abstract concepts and generalizations, and test implications of concepts in new situations and contexts.

*(continued. on page 3)*



## Introducing **RIDLR**...continued from page 2

**Level of engagement** suggests that learners working with new content at the appropriate level to meet expected learning outcomes. By nature, this suggests that learning is domain driven (cognitive, psychomotor, and/or affective) and that each domain has levels of learning from 'low to high.' Learning moves along these continuums through different types of interactions that move learners among forming concrete experiences (practicum), reflective observations, abstract conceptualizations, and active experimentation with content.

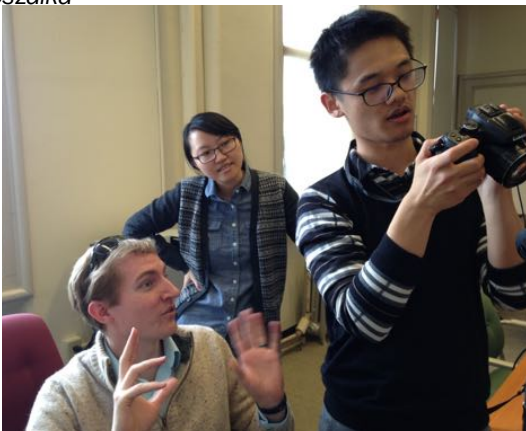
Our overall hypothesis, thus focus of RIDLR, is that resources designed with these dimension in mind will prompt critical thinking and deep learning of specified content. We are in the process of crafting concept papers on each of these dimensions and one that will further support our overall hypothesis.

### **The Initial Team**

Tiffany A Koszalka is the principle investigator and lead for the RIDLR team. Professors Nick L Smith and Jing Lei are co-investigators and we are very happy to have also engaged Professor Qiu Wang of Higher Education as a co-investigator supporting our research methodology and data analysis efforts. Our IDD&E doctoral students at the helm include Mary Wilhelm-Chapin and Abdulrahman Rashed Alogaily. Additional doctoral students taking on key activities include Tianxiao Yang, Jiaming Cheng, and Lina Souid. We also have two active Master of Science students Cameron Tanner Blake and Jesse Lee Johnson. Come visit us at <http://ridlr.syr.edu/>. We are actively engaged is establishing project guidelines, operating principles, and project priorities... more to come!

*article contributed by T.*

*Koszalka*



## Announcing a NEW Fully-online Certificate of Advanced Study in Designing Digital Instruction

Did you know that Instructional Designer is the 38th best job in the US and that there are predicted to be over 61K new ID positions created over the next 6-8 years (CNN money, 2015)? The 2015, the eLearning Guild suggested that most ID positions now require competencies in designing online and e-learning courses and environment. There is a growing population of professionals in business and industry, higher education, non-profits and social services organizations, government and military, healthcare and insurance, media, and other contexts who find themselves in positions related to training and professional development, yet have little knowledge about how to design effective and efficient instruction, especially instruction that takes advantage of the affordances of digital technologies. This certificate provides professionals with the opportunity to advance their knowledge and skills in the area of instructional design and learning with digital technologies.

Our unique 15-credit CAS is a fully online and is built on a framework of internationally validated standards for instructional designers, online instructors, and online learners. The CAS is carefully constructed to provide learners with a 360-degree (designer, facilitator, learner) view of digital instruction and learning. This will allow learners to develop competencies in how to design sound instructional resources and environments that will lead to quality learning experiences. The 15 graduate credits consist of 4 core courses and a choice of 1 elective. Learners will also be required to develop a digital portfolio that consists of both sample digital projects and reflections on the learner's development of instructional designer, online instructor, and online learner competencies.

*(continued on page 5)*

The screenshot shows a website page for 'Certificate Programs' under the 'ACADEMIC DEPARTMENTS' section. The left sidebar lists various departments, with 'Instructional Design, Development and Evaluation' selected. The main content area includes a breadcrumb trail, a title 'Certificate Programs', and links for 'admissions | courses'. It features a section titled 'Why pursue a certificate from IDD&E?' followed by a paragraph explaining the certificate's purpose. Below this is a section for the 'FULLY ONLINE Certificate in Designing Digital Instruction - 15 credits + portfolio', which describes the certificate's focus on advancing professional knowledge and skills in instructional design and learning with digital technologies. A link for a 'Quick overview of the Certificate in Designing Digital Instruction (.pdf)' is provided at the bottom.

## Announcing a NEW Fully-online Certificate...*continued*

### Designing Digital Instruction Courses

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#### Required - 4 courses (12 Credits)

- (R) \_\_\_ IDE 611 Technologies in Instructional Settings – Fall
- (R) \_\_\_ IDE 756 Design of online courses – Winterlude (between Fall & Spring)
- (R) \_\_\_ IDE 761 Strategies in Educational Project Management– Spring
- (R) \_\_\_ IDE 737 Advanced Instructional Design – Summer

#### Elective – Choose 1 course (3 Credits) from the list below

- (E) \_\_\_ IDE 764 Planned change and innovation – Fall
- (E) \_\_\_ IDE 771 Methods and techniques for teaching adults – Spring
- (E) \_\_\_ IDE 656 Computers as critical thinking tools – Summer
- (E) \_\_\_ IDE 772 Educational Technologies in International Settings – Summer

**Required Portfolio:** Reviewed by advisor as a final assessment of the program, using \_\_\_\_\_ rubric.

- **Sample digital projects:** (Foci: design-interactive & reflective; facilitating-activity & social engagement)
- **Self-reflection:** Instructional Designer competencies, Instructor competencies, Online learner competencies (Reflection activities are built into several of the courses.)

Please do to spread the word about our new program... more can be found at:

[http://soe.syr.edu/academic/Instructional\\_Design\\_Development\\_and\\_Evaluation/graduate/certificates/default.aspx](http://soe.syr.edu/academic/Instructional_Design_Development_and_Evaluation/graduate/certificates/default.aspx)

*article contributed by T. Koszalka*

## IDE Doctoral Forum

Twenty IDE doctoral students and faculty gathered virtually and in person for the inaugural *IDE Doctoral Student Forum* on Thursday, February 4. The forum provides an opportunity for doctoral students at all stages in the program to share research activities and progress. Four to six sessions are planned each semester.

During the first forum students introduced their topics and Jimmy Jang presented his doctoral proposal. Jimmy engaged the group in a conversation regarding the use of video self-analysis as a tool to facilitate pre-service teachers' TPACK. In subsequent sessions, Mary Wilhelm-Chapin provided an overview of generative learning theory; Chris Hromalik shared plans for his RAP on self-regulated learning strategies for undergraduates learning Spanish; Michaele Webb discussed the status of her continued exploration of the impact of rural background on undergraduate success; Jiaming Cheng presented her RAP proposal on learner's perceptions to feedback in educational games, and Monica Burris informed the group on her research of teacher's use of Smart Boards in middle school classrooms. Students have found the discussions, questions and comments to be helpful in continuing their research progress.

### Lina says

*"The new IDE doctoral forum is a great way to connect to my colleagues in Syracuse from a distance to discuss research and best practices."*

IDE doctoral students and faculty attended the inaugural forum in February...to read more about the IDE doctoral forums turn to page 5.

### Mirit says

*"I participated in three sessions of the doctoral seminar at the IDD&E. It helped me to see other people work and to understand the different stages of research better. It was interesting to see variety of topics that are learned and inquired by the doctoral students. Also, this seminar motivated me to look more closely at my own research and look for ways in which I can articulate my research question better. As I am in the initial stages of my research, really, any student in this seminar has contributed to my knowledge and understanding of the process and that was truly, a mentoring experience which led at times to longer conversations around research of IDD in general and my research aspirations in specific."*

IDE doctoral students and faculty attended the inaugural forum in February...to read more about the IDE doctoral forums turn to page 5.

## Say Hi to Dr. Luo, Dr. Squires, Dr. Shippee, Dr. Bull, and Dr. Tolley !

### Dr. Luo Heng (Patrick)

The dissertation title is *Applying the Case-Based Method in Designing Self-Directed Online Instruction*. After Dissertation, Dr. Luo accepted a tenure-track faculty position at Central China Normal University, which is located in his hometown, the city of Wuhan in China. He is now an assistant professor at the School of Educational Information Technology.



### Dr. Tiffany Marie Squires

The dissertation title is *Leading Curricular Change: The Role of the School Principal in Implementation of the Common Core State Standards*. In May of 2016, Dr. Jerry Edmonds and Dr. Tiffany Squires have a forthcoming publication with SU Press entitled "Bridging the HS-College Gap: the Role of Concurrent Enrollment Programs." More information are included in the Student News section.



### Dr. Karen Zannini Bull

The dissertation title is *Student Characteristics That Predict Persistence and Performance in Online Courses and the Face-to-face Equivalents at a Four-year Private Northeastern University*. Karen had a baby and presented her research at UPCEA's National Conference. More information are included in the Student News section.



## Say Hi to Dr. Luo, Dr. Squires, Dr. Shippee, Dr. Bull, and Dr. Tolley !

### Dr. Micah Shippee

The dissertation title is *mLearning in the organizational innovation process*. Micah is looking forward to pursuing opportunities to share his love for instructional design, development and evaluation. He hopes to teach others about effective and efficient instructional design developed with the user in mind. Additionally, Micah will continue to support the leveraging of emergent technology to achieve instructional goals for individuals and organizations.



### Dr. Leigh Melissa Tolley

The dissertation title is *Assessing Formative Assessment: An Examination of Secondary English/Language Arts Teachers' Practices*. Leigh successfully defended her doctoral dissertation in April. More news related to her are included in the Student News section.



### Tiffany Squires says

*"The most valuable lesson for me I gained from my doctoral journey, is that we simply cannot do it alone. Ask for help, lean on your fellow candidates, and trust your committees."*

April 2016



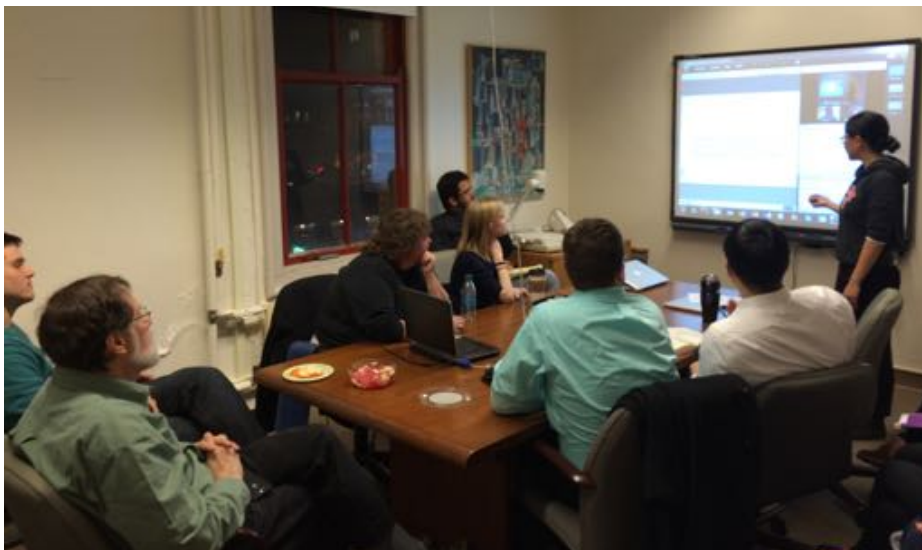
## Faculty News

### Dr. Tiffany Koszalka

Tiffany A Koszalka was made an *ibstpi Fellow*. After 9 years as a Director on the International Board of Standards for Training, Performance, and Instruction, the board elected her to fellow status. While a director Tiffany contributed to the Program Evaluator competencies project, co-authoring 2 books and an award winning research paper. She led the team in a revision and international validation effort for ibstpi's Instructional Designer competencies. She was the lead author for the resulting ID competency book and several research presentations and papers. As an ibstpi fellow she is now leading an international team to revise and internationally validate ibstpi's Instructor competencies.

Tiffany A Koszalka was honored last fall with the 2015 Association of Educational Communications and Technology Presidential Award for Service to the Design and Development Division (DD), the largest of AECT's division. Over the years she served in multiple elected offices including President of DD, participated in several AECT-wide committees representing DD, and helped DD in several research, practice, and professional development initiatives.

Tiffany is currently consulting with a central NY Liberal Arts College to help their general and nursing faculty become more effective and efficient in their uses of educational technologies and online / distance education technologies. This project provides opportunities to engage MS and PhD students in the experiences to identify knowledge gaps, design and develop instructional interventions, and eventually conduct research projects. Much of this work has informed the development of the RIDLR group (see story on RIDLR).

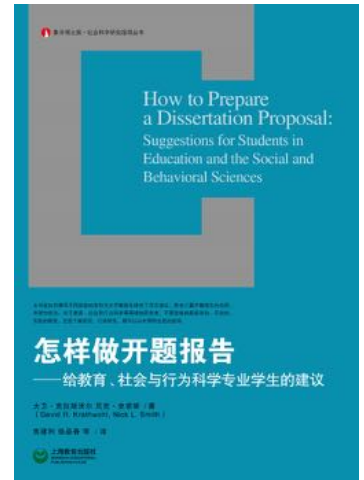
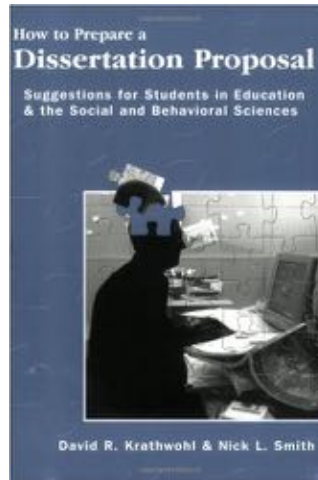


## Faculty News

### Dr. Nick Smith:

Dr. Nick Smith was awarded the Distinguished Scholar Award by the Research on Evaluation, Special Interest Group (SIG) of the American Educational Research Association, April, 2015.

The 2005 text by Dave Krathwohl and Nick Smith, *How to Prepare a Dissertation Proposal*, Syracuse University Press, has been translated into Chinese; Professor Jiao Jianli, translator, and published by Shanghai Educational Publishing House, 2015.



### Dr. Jing Lei

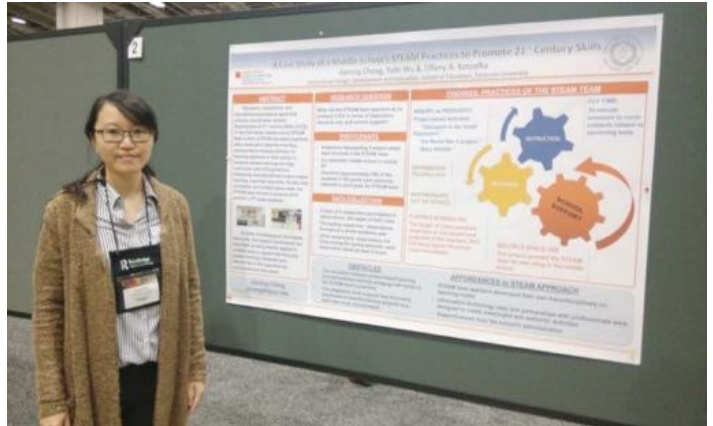
Dr. Jing Lei is invited by Tsinghua University, a top research university in China, for an academic visit in May 2016 as a Tsinghua Global Scholar, sponsored by the Tsinghua Global Scholars Fellowship Program. During this academic visit, Dr. Lei will give guest lectures and conduct collaborative research on online and blended learning with faculty and students at the Institute of Education at Tsinghua University.



## **AERA Experiences**

### **From Jiaming Cheng (Ph.D. Student)**

“I presented my work on “the STEAM team” at the AERA 2016 convention in Washington DC. In a poster session, I shared a case study of a middle school’s STEAM practices to promote 21st Century Skills, their practice features in terms of instruction, resource use and school support. I got a great opportunity to talk to people about my work and received a lot of feedback.”



### **From Yufei Wu (Ph.D. Student)**

Yufei Wu has presented her study "Transdisciplinary Model in Middle School: A Case Study of co-teaching Practice" at the annual meeting of American Educational Research Association at Washington DC, 2016. It is her first time present at AERA. Her study provides a detailed case study on how transdisciplinary instruction integrated in co-teaching practice in a STEAM curriculum. Communicating with scholars all around the world, she finds inspired and motivated to continue her studies. She received many valuable suggestions from scholars in the field, and she is busy preparing the work to publish with her co-presenter Jiaming Cheng, and Professor Koszalka.

### **From Tashera Nigja Blod (Ph.D. Student)**

“I attended the 2016 American Education Research Association (AERA) Annual Meeting, which was AERA's Centennial Year. I presented two papers. My favorite was definitely my paper titled, “Doing the Mathematics on Urban Youth: Understanding how African American Students Perceive Their Mathematical-Selves.” This paper was part of a roundtable session about Studies of Diversity and Equity in Mathematics Education. The paper captured the perceptions of African American high school students living in urban contexts. I sought to understand the relationship between African American urban youth and mathematics, how they conceptualized their math identity, and factors they’ve identified as influencing their relationship with mathematics. Another exciting aspect of my attendance at AERA was my role as Secretary of the Division of Learning and Instruction (Division C) Graduate Student Committee. It was great serving Division C, but even more amazing having the opportunity to support fellow graduate students. I am ecstatic to announce that I am the new Junior Co-Chair of Division C! I look forward to another year of leadership and service.”

## The IDE 201/301/401 Research Project

The IDE 201/301/401 instructor team has been working with Dr. Jing Lei on the continuous redesign and research of these courses (Integrating Technology into Instruction I, II, & III). The current team members include Monica Burris, Ye Chen, Jacob Hall, and James Jang. The team has been working on a research project exploring how emerging technology can be used to support college students' learning. The team's research symposium proposals were accepted for presentation at the 2016 Association for Educational Communications and Technology (AECT) convention. This group of papers include one overview paper and four individual papers. Following a media framework suggested by Bruce and Levin (1997) and Dewey's (1943) four natural impulses of learning, the first paper introduces the overall theory and research context, and the other four each focuses on using technology for inquiry, communication, construction, and expression in college students' learning.

1. **Lei, J.** (2016). Technology for Inquiry, Expression, Construction, & Communication in College Students' Learning in the 21st Century. Paper accepted for presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
2. **Burris, M.** (2016). Technologies for Expression in College Students' Learning. Paper accepted for presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
3. **Chen, Y.** (2016). Emerging Technologies for College Students' Inquiry-based Learning. Paper accepted for presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
4. **Hall, J.** (2016). Technologies for Communication in College Students' Learning. Paper accepted for presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
5. **Jang, J.** (2016). Technologies for Construction in College Students' Learning. Paper accepted for presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.

## Assessment Working Team (AWT)

Over the last year and a half, Syracuse University has made great gains regarding institutional effectiveness and assessment due to efforts of Syracuse University's Assessment Working Team (AWT). Under the direction of the University's Assistant Provost for Academic Programs (and IDDE alum and adjunct professor) Dr. Gerald (Jerry) Edmonds, the AWT is implementing a program for streamlining and supporting assessment processes for SU academic degree programs, co-curricular programs, and non-academic units.

A primary goal of the AWT was to establish a University-wide assessment system. Current and future work in this effort entails documentation of the assessment work already being planned, measured, and evaluated at Syracuse. While assessment comprises strategies to address accreditation and accountability, a major benefit of these assessment efforts is increasing instances of, and opportunities for, discussions about student learning. In this way, SU's culture of assessment evolves from being driven by compliance-based actions to being defined by continual improvement values.

Assessment work at SU is heavily influenced by involvement from IDDE students and alums. Laura Harrington (IDDE alum) assists Dr. Edmonds with program development and implementation. Together they provide support for departments and units across campus in the development and implementation of assessment and action plans. Members of the AWT also include Dr. Rob Pusch (IDDE alum and adjunct professor), Andrew McClure (IDDE alum), and Melissa Lowry (Academic Programs). The team established University wide definitions, templates, training materials, and standardized processes.

Other IDDE family members, working in support of the AWT to review plans and design resources and tools for assessment, include Caitlyn John, Janet Morgan, Dan Shannon, Dr. Tiffany Squires, and Dr. Leigh Tolley. The support team is also served by contributions from SU family outside IDDE including Daniel Cutler (Division of Student Affairs), Daniel Partin (Whitman MBA), and Tory Russo (Newhouse BA). Additionally, IDDE Department Chair, Dr. Tiffany Koszalka contributed to assessment efforts by piloting tools for planning and mapping assessment to inform rollout of the program. With support from our department, in collaboration with others from the SU community, the program has flourished to accumulate and support 425 (and counting) plans for assessment submitted since the fall semester from across the University.

## Assessment Working Team (AWT)

Information collected to document SU assessment plans and actions will be used to identify action areas and guide decision-making at all levels; department, program, and unit alike. Results provide feedback for continuous improvement of academic degree programs, co-curricular programs, and functional areas. Laura Harrington notes, “One of the most positive developments so far as a result of assessment efforts has been the emergence of a shared understanding of necessity and importance among the SU community. This significant and constructive response goes a long way towards the cultivation of a strong sustained culture of assessment at Syracuse University.”

Assessment program leader, Dr. Gerald Edmonds states, “The University is fortunate to be able to draw on the expertise of IDDE students and alum. We bring a background in instructional design and evaluation that provides the expertise to address institutional priorities.”

For more information on assessment at SU, visit  
<http://assessment.syr.edu/assessment-at-syracuse/>

Tiffany M. Squires, Ph.D.  
Syracuse University Project Advance

Laura Harrington  
Syracuse University Office of Institutional Research and Assessment

## **The Road To Gaining Access to Restricted-Use Data**

**Written by Tashera Nigia Bolds**

I have always advocated for increased Science, Technology, Engineering, and Mathematics (STEM) interest, participation, and persistence among youth. In recognition of the immediate need for STEM professionals, my dissertation research will focus on high school students' career development process as it relates to STEM. If we attempt to understand how students cultivate vocational interests and subsequently construct career-oriented behaviors, we can begin to design interventions that could aid in nurturing STEM prospects. Previous research has focused on isolated factors that may contribute to high school students' academic and career trajectory in STEM, failing to consider the complex interplay among cognitive, psychological, and environmental variables influencing their career development process. Social Cognitive Career Theory (SCCT), however, posits that there are "mutual, interacting influences among persons, their environment, and behavior" that "operate as interlocking mechanisms that affect one another bidirectionally" (Lent et al., 2002). Using SCCT as a theoretical framework, and its Choice Model as a conceptual framework, my research questions are as follows:

1. Does Social Cognitive Career Theory's Choice Model accurately predict high school students' career-related choice behaviors as they pertain to STEM?
2. Are there differences in the STEM career development processes of high school students based on their person inputs (e.g. race/ethnicity, socio-economic status, gender, locale, etc.)?
3. Which contextual factors existing within students' educational environments most significantly influence their career development process related to STEM?

I located the High School Longitudinal Study of 2009 (HSL:09). This study focuses on students' trajectories from high school into postsecondary education, the workforce, and beyond; students' major and career pursuits; and processes students engage when selecting STEM courses, majors, and careers. A public-use file of the dataset is made openly available; however, it excludes all identifiable information in efforts of protecting participants of the study. The types of questions I'd like to investigate and the subsequent analyses I'd need to conduct call for data that are not suppressed. Therefore, I would need to submit an application for a restricted-use license of these data.

## The Road To Gaining Access to Restricted-Use Data

Written by Tashera Nigia Bolds



To qualify for and gain access to a restricted-use data license, there are particular designated persons at your Institution whom must sign contracts signifying compliance with restricted-use data procedures and security requirements. These individuals are Principal Project Officer (PPO), Senior Official (SO), and Systems Security Officer (SSO). Each has particular responsibilities associated with their role, both in the application process and during the subsequent period of data use. You are able to move forward with the licensure process once all designated persons are identified and on board. To proceed with the license application, the PPO must submit a formal request to the Institute of Education Sciences (IES), which is the research, statistics, and evaluation arm of the U.S. Department of Education. This request is initiated through their online portal. Once IES approves the formal request, the PPO must submit three key documents: a signed IES License Document, an executed Affidavit of Nondisclosure, and a signed Security Plan.

The process of identifying individuals at the University whom had the authority to assist me with the requirements outlined in the application was extremely tedious, partly because this was a task that not many had engaged. I started by speaking with some of my advisors. They too were unfamiliar with procedures involved in gaining access to restricted-use data files. Nonetheless, they tried to offer suggestions. Since Maxwell is well known on campus for their research endeavors, I was directed to speak with them first. That turned out to be a dead-end. I then began researching different departments on campus that I thought might be relevant to this process. Each email, phone call, and visit concluded without success. Either individuals were nonresponsive or lacked the necessary knowledge. Some tried to point me toward entities they thought could be of assistance but nothing panned out. More than three months had passed and it felt as if I had made no progress. I began to feel discouraged; my dissertation was dependent on me gaining access to these data!



## The Road To Gaining Access to Restricted-Use Data

Written by Tashera Nigia Bolds

Finally, there was a glimpse of hope. I got in contact with the Comptroller's Office. I explained all of my needs, and the complexities they entailed. I was told that this request was something that they might be able to assist with. They notified me that they would work to locate someone who could further advise me in this process. A few days later, a paralegal with the University Counsel's Office contacted me. I told her more about the school and department I am associated with here at SU. She did a bit of research on her end, and then came to me with answers. Here is what I learned:

Requests like these are typically handled within an individual's School or College. I had, in fact, started at the School of Education. However, since this was a fairly new venture for us all, there were uncertainties about how to navigate. In the end, this process turned out to be a learning experience for many involved. As would be expected, graduate students can't formally lead these requests with IES. As such, the student's advisor would be designated as the Principal Project Officer. Next, maintaining secure systems and environments are direly important when handling sensitive data. Thus, the school's IT department must be an active component of the research team. Within the School of Education, Paula Maxwell would be designated as the Systems Security Officer. A major security requirement of gaining access to restricted data is that it be stored on an off-network Windows computer, which is to be housed in a locked room that can only be accessed by individuals formally granted permission to utilize these data. Paula would work with the PPO to develop a comprehensive security plan, and once the license is granted, would occasionally check to make sure that the facility housing the data is well maintained and secure. Finally, Vice President for Information Technology and Chief Information Officer, Sam Scozzafava, would be designated as the Senior Official. Each license allows seven individuals in total to access the restricted-data. For my dissertation research, additional professional, technical, and support staff would include myself and my other committee members.

Instrumental to this process were Dr. Tiffany sszalka and Dr. Qiu Wang.. I could never have made it this far without Dr. Koszalka and Dr. Wang. While I have not completed the application process as of yet, (there are numerous phases to the licensure procedure), I am a lot more confident than I was a few months ago. I hope that my experience can be of help to those who'd like to engage in a similar process in the future!

## Reaching the Younger Farmers Project



The Cooperative Extension (CE) is an educational institution supported by the New York State Agriculture Commission. Its staff designs and presents educational programs that support and transform farming communities. Topics range from animal care to crop development, from pesticides to equipment training, and more. In the summer of 2015, the CE initiated a project called “Reaching the Younger Farmers Effectively.” The purpose of this project is to help CE agricultural educators (average age mid-50s) to meet the high-technology learning needs of the younger farmers, those under 35 years of age. The CE partnered with our department to design a learning session that could help AEs develop skills in a variety of digital technologies.

Dr. Tiffany Koszalka, Tianxiao Yang, Mary Wilhelm-Chapin, Cameron Blake and Caitlyn John formed an ID team to meet AEs’ expectations. A needs assessment was conducted that suggested there was a range of novice to expert technology skill levels, perceptions, and experiences among the AEs who were spread across 6 large counties in the far north of New York State. An instructional session and digital resources were designed and developed that could accommodate both novice and more experienced technology levels and that modeled technology integration as AEs were developing skills and learning on how to integrate digital tools into their own educational practices. A generative learning approach was used. Evaluation data suggested the learning session was successful.



## Students in the News

### Lina Souid (Ph.D. Student)

In August 2015, Lina presented at the Distance Teaching and Learning Conference in Madison, Wisconsin. The electronic poster session, titled *Motivating Design Elements: Supporting Learners in a Self-Directed Online Capstone*, included an interactive demonstration of an online course she designed. For this session, Lina published a peer-reviewed proceeding outlining how to design motivating online courses using instructional design theories.

In November 2015, Lina led a concurrent presentation for the Association for Educational Communications and Technology conference in Indianapolis, Indiana titled, *Training Instructional Designers: Engaging Novices in ID Process through a Progressive Case*. Progressive cases introduce new information and challenges to the learners, requiring them to adjust their solutions. Lina demonstrated her designed case, shared design recommendations, and outlined best practices based on evaluation results. In an accompanying peer-reviewed published proceeding, elements of the design are described with rationale from instructional design theories.

### Abdulrahman Rashed Alogaily (Ph.D. Student)

About two months ago he was elected as president of Saudi Students Organization at Syracuse University (SSOSU), and this organization is seeking to promote cultural awareness and interaction among people of all nations with the Saudi Arabian culture at Syracuse University. Also, to cooperate with the Office of Cultural Mission of the Kingdom of Saudi Arabia in Washington, D.C., in areas related to students of higher education. Plus, to create a better climate of understanding by encouraging and assisting members cooperation with students of other nationalities. On the other hand, SSOSU is seeking to work together with members and partners enhancing Saudi students personally, educationally, culturally, and socially.



## Students in the News

### Karen Zannini Bull (Ph.D.)

Karen had a baby girl, Eve Elizabeth Bull on 11/14/15. Congratulations to Karen and Eve!!!

In April Karen presented her research at UPCEA's National Conference. This study investigated the undergraduate student characteristics that predict student persistence and performance in online courses and the face-to-face equivalents at a four-year private northeastern university. This study attempted to identify the undergraduate student characteristics that predict student persistence and performance in online courses and the face-to-face equivalents while controlling for all available institutional variables such as demographics and academic performance.



### Tiffany M Squires (Ph.D.)

In May of 2016, Dr. Jerry Edmonds and Tiffany have a forthcoming publication with SU Press entitled "Bridging the HS-College Gap: the Role of Concurrent Enrollment Programs." In this book, scholars explore the function of concurrent enrollment programs in addressing the gap between high school preparation and readiness for the academic and social demands of college. Experts in the education field map out the foundation for programs offering concurrent enrollment courses, including best practices and necessary elements for a sustainable, viable program that contributes to student success in higher education. Providing research-based evidence of the overwhelming benefits of such partnerships between high schools and colleges, this book is a vital tool for all educators considering adopting a concurrent enrollment program.

### Mary Wilhelm-Chapin (Ph.D. Student)

Mary Wilhelm-Chapin designed and facilitated a three-hour hands-on workshop for members of CNY-atd (Association for Talent Development; formerly ASTD). In the "Training Design and Development Foundations" workshop participants from a range of Central New York sales, manufacturing, health care, higher education, and consulting businesses spent the morning exploring and then applying adult learning principles and ADDIE to a piece of their existing training. Participants found the scenarios shared and interactions with others throughout the session to be helpful in moving from presenter to instructional designer.

## Students in the News

### From Tashera Nigia Bolds (Ph.D. Student)

"I have had such an amazing time this past year attending and presenting at various conferences. Immersing myself into these professional communities has helped further build my scholarly identity. My first attendance at Association for Education Communications and Technology (AECT) was during the 2015 Convention held in Indianapolis this past November. I presented at a concurrent session named: Technology and the New Generation. My paper was titled, "Toward Culturally Responsive STEM Instruction in Urban STEM Instructional Contexts: A Conceptual Model." This was a framework that I had developed, which amalgamated ideas from various perspectives, namely Critical Race Theory, Principles of STEM Instruction, Problem Based Learning, and Attribution Theory. I believe that this could be the innovative thought necessary for creating effective and culturally responsive STEM instruction, resulting in positive STEM experiences for urban youth and their subsequent cultivation of positive STEM identities.

Shortly after AECT, I co-presented at the Transformative Change Initiative (TCI) Research Symposium in Chicago. This particular meeting highlighted *Evidence of What Works from TAACCCT*. I, alongside a colleague from Hezel Associates, Sarah Singer, presented a paper titled, "Element of a Successful Community College Model." This research investigated the effectiveness and overall potential of an educational model that was being employed by the National STEM Consortium in helping to increase rates of retention and completion among its students. The excitement didn't end there."

### Leigh Melissa Tolley (Ph.D.)

Leigh presented a poster based on her preliminary fieldwork for my dissertation at the American Evaluation Association (AEA) annual conference in November, 2015. 2015 was her third year serving as part of the Program Chair team for the PreK-12 Educational Evaluation Topical Interest Group (TIG) of AEA. At the meeting, she was elected to the position of Chair-elect of the TIG, a role in which she was currently serving. In November, she was asked to serve as a proposal reviewer for an issue of *New Directions for Evaluation*, a major journal in the field of evaluation that is sponsored by AEA, by Dr. Paul R. Brandon, the Editor-in-Chief. She felt very excited about this opportunity to preview and review cutting-edge research in the field and learn from other evaluation scholars and practitioners.



## Students in the News

### Martin Pasternak (Master Student)

Martin came up with this idea to bring an alternative learning environment to students that have not known success in a traditional middle school environment. The only downfall is that the grant only covered enough computers for about half of a classroom set. Martin knew this going into the start of this process due to the \$5,000 limit for a grant through the Syracuse City School District Educational Foundations. Because he works in a program that consistently transitions students in and out between our program and their home schools 7 computers was manageable for the first few months of the program and he was able to use these computers to create a modified version of a flipped classroom and allow his students to work solely online. Martin started becoming more of a classroom facilitator rather than a teacher, which was a fun experience. This also allowed students to learn computer skills that most adults take for granted.

### Mirit Hadar (Ph.D. Student)

Mirit Hadar traveled on her winter break after Fall 2015 to Lesbos, Greece to join one of the NGO named IsraAid. During her stay on the island she was helping in rescuing Syrian refugees physically, mentally and socially. She visit in refugee camps and was recruited with the medical team on shore to help board the rafts loaded with hundreds refugees coming from Turkey to the island of Lesbos.



### Jason Ravitz (Ph.D. 1999)

In his job studying computer science education at Google ([g.co/csedu](http://g.co/csedu)) Jason partnered with the National Girls Collaborative Project to create the Computer Science Outreach Program Evaluation Network (“CS Open”). This project, announced in July during a convening at the White House, is providing over \$100K in evaluation grants, plus professional development to develop evaluation capacity among non-profit CS programs serving girls. In addition, President Obama quoted this research that 9 out of 10 parents want CS but only 1/4 of schools offer classes.

## Alumni in the News

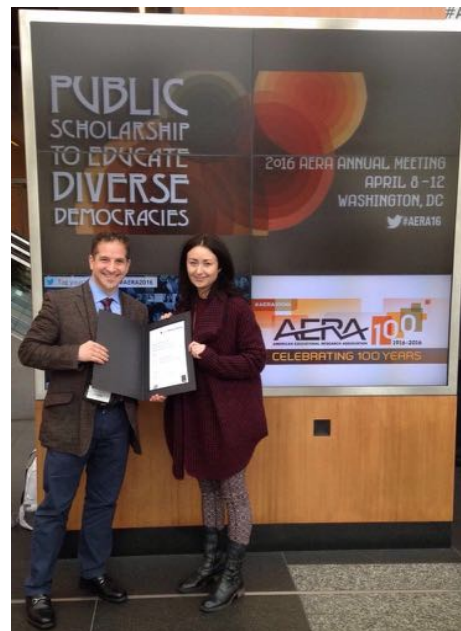
### Steve Covello (2011, Master)

Steve keynoted a virtual conference event for the University of Wisconsin System on April 5<sup>th</sup>. He did a presentation called *Rich Media in Teaching and Learning: What is It, and How Can You Use It Right Now*. This presentation introduced a reinvented definition of rich media for teaching and learning, how to use it in a pedagogically effective way, and how everyone can use it no matter your level of experience. It focused on finding ways to convey information that are most advantageous to learners, and then explored how to surround rich media with a "pedagogical wrapper" so that their engagement with it is relevant to your instructional goals.



### Micah Gideon Modell (2009, Master)

Micah's PhD (Instructional Systems Technology at Indiana University) was awarded 8/31 and he was just awarded the "2015 Emerald/HETL Education Outstanding Doctoral Research Award".



### Manal El Tigi (2001, Ph.D.)

Manal is residing in Syracuse working for Hewlett Packard as a Senior Learning Consultant supporting Hewlett Packard accounts. She has been doing leadership development workshop design and delivery. She rolls out pilots across regions including Americas, EMEA, and ASIA Pacific.

## Alumni in the News

### Lynda Ann Hanrahan (1995 Ed.D. )

Lynda provides an IDD&E project opportunity for our IDD&E community. The Onondaga CA\$H Coalition (Creating Assets, Savings and Hope) is seeking a IDD&E grad student (or group) to assist the VITA (Voluntary Income Tax Assistance) program to develop a training plan for volunteers who staff the VITA program. United Way of CNY sponsors the CA\$H Coalition and unite Coalition member organizations with the ultimate goal of improving financial literacy for low income residents.

CA\$H Coalition VITA sites in Onondaga County provide free tax preparation for nearly 5,000 low income residents. VITA tax preparers are IRS certified, via online IRS Link&Learn courses and classroom sessions,

so all tax prep training is provided by the IRS. We lack training resources for the volunteer who support the VITA sites, and who would be conducting financial literacy sessions.

United Way of CNY will apply this year for a major IRS grant to support local VITA efforts. Volunteer training and quality assurance are major components of a successful grant application. If we gain the commitment by a grad (or group) to add IDD&E expertise to this project, it would strengthen our grant application AND provide an essential platform for knowledge and skills development for the VITA sites. It is a perfect design and development project for the summer or fall semester. CA\$H Coalition agencies would conduct the training in January 2017 just before tax season.

Anyone interesting in learning more about this project, may contact Lynda at [lahanrah@syr.edu](mailto:lahanrah@syr.edu). The deadline to secure letters of support for the grant proposal is 5/15.



### Dan Shannon (2010, Master)

Dan was an IDD&E grad from a few years back and he worked on an interesting project in evaluation of training for the Onondaga County Department of Social Services. As a guest lecturer in Dr. Rob Pusch's class, Dan talked about contrasting methods of evaluation: traditional Kirkpatrick vs. "Success Case Method".



## Alumni in the News

### Lili Zhang (2014, Master)

Lili is now a researcher in the Sichuan Monitoring & Evaluation Center of Basic Education ([scjyjc.com.cn](http://scjyjc.com.cn)) and Sichuan Institute for Educational Research (China).

A brief info about what she has done recent years:

- Drafted the provincial standard of *the Quality Evaluation Criterion of the Academic Quality Monitoring Tool of Basic Education (DB51/T 2115—2016, published)*.
- Organized *the Monitoring and Evaluation of the Reading Literacy of Students at the Stage of Compulsory Education in Sichuan 2015*.
- Participated in *the Evaluation of the Balanced Development of Country Compulsory Education in Sichuan (2014 & 2015 reports published)*.
- Designed and organized *the Contest of the Application of WeChat Public Platform to Present K-12 School Culture in Sichuan*.
- Organizing *the 2016 National Quality Monitoring and Evaluation of the Chinese and Art Study of Students at the Stage of Compulsory Education in Sichuan*.
- A project to apply gamification theories and techniques into E-learning to improve student-engagement with Eastedu.
- Design and maintenance of the information system of Sichuan Monitoring & Evaluation Center of Basic Education ([scjyjc.com.cn](http://scjyjc.com.cn)).
- Research on *the K-12 Innovation Education Based on the Innovation Course Laboratory*.



### Jason Ravitz (1999, Ph.D. )

In his job studying computer science education at Google ([g.co/csedu](http://g.co/csedu)) Jason partnered with the National Girls Collaborative Project to create the Computer Science Outreach Program Evaluation Network (“CS Open”). This project, announced in July during a convening at the White House, is providing over \$100K in evaluation grants, plus professional development to develop evaluation capacity among non-profit CS programs serving girls. In addition, President Obama quoted this research that 9 out of 10 parents want CS but only 1/4 of schools offer classes.

## **Publications**

- Jang, E. J. & Lei, J. (2015). The Impact of Video Self-Analysis on the Development of Preservice Teachers' Technological Pedagogical Content Knowledge (TPACK). *International Journal of Digital Literacy and Digital Competence*, 6(4), 13-29.
- Chen, Y. & Lei., J. (2016). Towards Higher-level Cognitive Presence in Online Inquiry Dialogue: What's The Pattern and How to Facilitate? Paper presented in American Educational Research Association (AERA) Conference. Washington D.C., April 8- 12, 2016.
- Chen, Y., Yu, B., Zhang, X. Yu., Y (2016). Topic Modeling for Evaluating Students' Reflective Writing: A Case Study of Pre-service Teachers' Journals. Paper will be presented in the 6th International Conference on Learning Analytics and Knowledge. Edinburgh, UK, April 25-29, 2016.
- Cheng, J., Wu, Y., Koszalka, T. A., (2016) A case study of a middle school's STEAM practices to promote 21st Century Skills. Paper accepted for the presentation at 2016 American Educational Research Association. Washington, DC. April 8-12, 2016
- Soud, L. & Koszalka, T.A. (2015). Motivating design elements: Supporting learners in a self-directed online capstone. *Proceedings for the Distance Teaching and Learning Conference*. Madison, WI.
- Soud, L. & Koszalka, T.A. (2015). Training Instructional Designers: Engaging Novices in ID Process through a Progressive Case. *Proceedings for the Association for Educational Communications and Technology Convention*. Indianapolis, IN.
- Soud, L. & Koszalka, T.A. (2015, August). Motivating design elements: Supporting learners in a self-directed online capstone. Paper presented at annual meeting of the Distance Teaching and Learning Conference. Madison, WI.
- Soud, L. & Koszalka, T.A. (2015, November). Training Instructional Designers: Engaging Novices in ID Process through a Progressive Case. Paper presented at annual meeting of the Association for Educational Communications and Technology Convention. Indianapolis, IN.
- Wu, Y., Cheng, J., Koszalka, T. A., (2016) Transdisciplinary Model in Middle School STEAM Team: A Case Study of co-teaching Practice. Paper accepted for the presentation at 2016 American Educational Research Association. Washington, DC. April 8-12, 2016

## **Publications**

Grabowski, B., Beaudoin, M., & *Koszalka, T.* (2016). Issues in Learning Technology: Competences for designers, instructors and online learners. In N. Rushby & D. Surry (eds) *Handbook of Learning Technology*. Wiley Publications.

Luo, H, & *Koszalka, T.A.* (2016). Investigating the effects of visual cues in multimedia instruction using eye tracking. *Proceedings for the International Conference on Blended Learning*, Beijing, China.

## **An IDD&E Alumni Committee Has Formed!**



At the request of Professor Tiffany Koszalka, Ph.D. and Chair of the IDD&E department, an IDD&E alumni committee has formed in the SOE for the purpose of updating the IDD&E list serve, gathering alumni contact information, increasing our social media presence, and whatever else we can accomplish that would improve the IDD&E alumni experience before the end of the Spring '16 semester. The IDD&E Alumni Association Committee is chaired by DeBorah A. Little, MS '16, BS in IM&T, and includes the following graduate degree candidates: James E. Jang Ph.D., Tashera N. Bolds, Ph.D., Stephanie Osei Sarpong, MS '16, and Yunkai Xu, MS '16.

The IDD&E Alumni Association has entered into a partnership with the School of Information Studys' Information Management and Technology (IM&T) Capstone program which is taught by Professor of Practice, Marcene Sonneborn. Upon successful completion of this semester, students majoring in IM&T will receive their bachelors degrees in Information Management and Technology and together we are focusing on improving the technology and visibility of the IDD&E department. This partnership is a win-win for both programs and the University as a whole because it is an example of schools on our campus partnering to improve the educational experience of our students while creating opportunities for real world experiences and improving the services our departments receive.

If anyone has ideas they would like to share, or are interested in joining the committee, please send an email to DeBorah A. Little at [delittle@syr.edu](mailto:delittle@syr.edu)

## Giving Back

IDDE 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 IDDE 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 **IDDE 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!**

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 **SYRACUSE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
INSTRUCTIONAL DESIGN,  
DEVELOPMENT AND EVALUATION

Editor: Tianxiao Yang

Thanks to each and every student who  
helped to make this newsletter possible!

Thanks to Mary Wilhelm-Chapin's  
Assistant!

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 IDDE community to **Tianxiao Yang**, at [tyang12@syr.edu](mailto:tyang12@syr.edu)