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Happy New Year!



Welcome to a new year – 2017! Over the last couple of years the University, School of Education, and IDD&E have been going through a world wind of changes. We see it in our built surroundings, procedures and processes, and personnel. IDD&E remains very strong in its foci, practices, programs, and research ... and in our reputation for excellence and prestigious alumni's success!

We thank all of you who have taken time to communicate with us about your successes and expressing thoughts in letters to the new provost and our dean about the value of this program. We so value our alumni, current students, adjuncts, field partners, emeritus faculty, and others who provide us with such great support and insight into our professional communities.

As we emerge from the winter break and enter into the spring semester we wish all of you great health, happiness, prosperity, and success in this new year. As this new year emerges there will be a change in IDD&E leadership. This is a good thing! I am stepping down as the chair of IDD&E so that I can focus more on working with the RIDLR team ([Research in Designing Learning Resources](#)). It has been a long held passion of mine to start this type of research. RIDLR began with several small seed projects over the last few years and then we brought them together into a coherent research team this past spring. It is a great effort supported with several doctoral and master's students and faculty members from IDD&E, Higher Education, and outside of SU. Our discussions have been insightful and exciting and they suggest many opportunities to untangle and better understand the design of learning resources in digital environments... and we are beginning to draw interest from many different contexts and possible partners, both domestically and internationally. There is much to do!

(continued. on page 2)

Happy New Year!

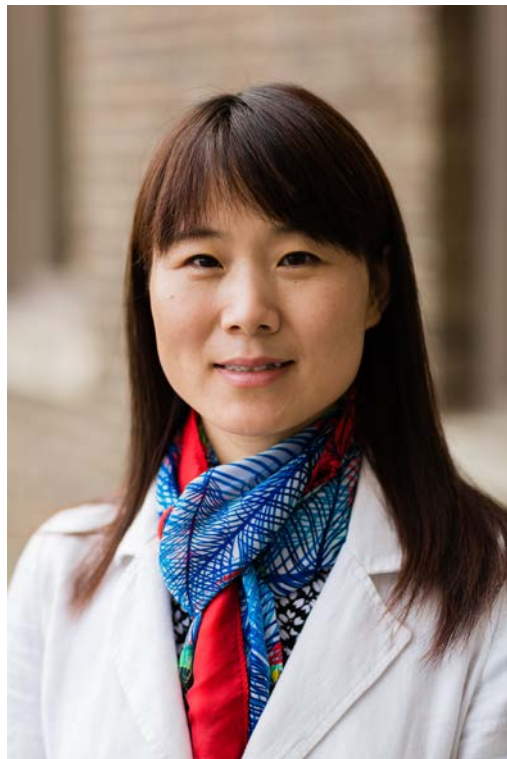
With the responsibilities of chair I have been unable to spend the time I have wanted on the work of RIDLR in ways I think will help it to grow and thrive. I had made the difficult decision to step down as chair. I am NOT leaving IDD&E, just going back to the full-time role of professor. I have enjoyed the challenges of keeping our small AND powerful program lively and impactful... and growing. There certainly were some stressful days... however most were great successes.

I am happy to say Dr. Jing Lei (jlei@syr.edu) will take over as interim chair in January – June 2017. Please join me in welcoming Jing to the role of Department Chair and thanking her for taking on this most important role! We are all here to help and continue the successes of IDD&E past, present, and future!

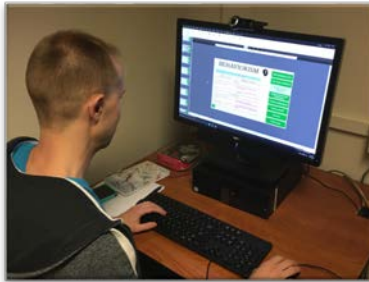
Onward... and as we say, ‘*Unless things change, they remain the same*’ ... given that we are about instruction and learning, ‘change’ is a critical part of our language 😊 ...

article contributed by T. Koszalka

Let's Welcome Dr. Jing Lei to the Role of Department Chair!



Welcome to Our New Environment!



Welcome Our New Graduate Students and Ms. Lisa Battalino to the IDE Family!



Lisa started working as SOE Office Coordinator working halftime with IDE and halftime with Higher Education. Lisa is not new to Syracuse University having previously worked in Human Resources and SOE Business Services Office. She says her biggest challenge in joining the IDE team has been the “flight of stairs between the second and third floor”. But she added, “It’s been very fun getting to know everyone. You’ve been helpful to me in learning the program. I’ve felt welcomed by all”.

Update on **RIDLR**

Research in Designing Learning Resources



The Research in Designing Learning Resources - RIDLR – team has been working throughout the 2016 fall semester to clarify our focus and scope of work. To that end we have posted several concept papers that define the dimensions of learning resources that we propose to study. Concept papers on generative learning, cognitive flexibility, level of engagement, and reflection have been posted on our site at: <http://ridlr.syr.edu/publications/>. The authors are now in the process of expanding these concept papers for publication in a variety of journals.

We also have started a concept paper to describe key terminology that will be used by the team. As we continued to explore related literature it was apparent that key terms in this area are used inconsistently. For example, the terms *educational resources*, *instructional resources*, and *learning resources* are used throughout the literature, either ... with no clear definition ... interchangeably suggesting these terms all mean the same thing ... or each having different meanings within or across articles. Our goal is to provide clear and distinct definitions of our terms so that it is clear what we are studying and how we are studying each. Look for this concept paper soon...

We are also happy to welcome a new web master, Susan Bock, who will help bring more social media connections to our website so that we can have better outreach to those interested in the areas of digital learning resources.

We have a lot going on including sharing our work at conferences and invited sessions... and we have been engaging with some new partners from around the world to talk about our scope, focus, project definition, and opportunities to collaborate. Our goals this year are to continue to refine the definition of our work and begin articulating our future research activities. We are also conducting some small startup research projects to begin to investigate our ideas and constructs 😊

Please feel free to drop by our website and participate in our soon to come social media resources ... <http://ridlr.syr.edu/>

article contributed by T. Koszalka

Ice Cream Social

The newest addition to the ice cream social was sugar free ice cream – and it was the first to go! And with it went many happy graduates: Alex Umstead moved to a position at SSSBART Group, Caitlyn John is technology camp instructor in Cleveland Ohio, Cameron Blake went west to Utah, Deborah Little continues to impact Syracuse area youth and families,



Brown Bag

Flautist, clarinet player, or violinist?

Which IDE faculty member left which of these instruments behind to pursue an academic career in instructional design? On Monday, December 12, Dr. Lei, Dr. Koszalka, and Dr. Smith shared their current research projects with IDE doctoral students in a leisurely discourse. All enjoyed hearing about Tiffany's RIDLR project; Nick's recent work on action design research, evaluation as a discipline, and defining VALUE in evaluation; and Jing's work with Bruce and Levin's Technology for Inquiry, Expression, Construction and Communication. The event was sweetened by the culinary delicacies of IDE doctoral students.

Dr. Smith also shared that he had previously been a member of the community band in which he played the clarinet. Dr. Lei retired her flute when she moved to Michigan State to pursue her doctoral degree. The aspiring violinist was Dr. Koszalka who tragically lost her instrument in a fire.



A Tribute to David



This past year we lost a member of our IDD&E family. David Reading Krathwohl died at the age of 95 on October 13, 2016. David graduated from the University of Chicago, served in the U.S. Army during World War II, and returned to the University of Chicago for his MS and Ph.D. After he served at the University of Illinois – Urbana/Champaign and at Michigan State University, where he was the director of the Bureau of Educational Research, he served eleven years as Dean of the School of Education at Syracuse University, and many more years as a wonderful colleague.

David was a co-author of Benjamin Bloom's *Taxonomy of Educational Objectives: Cognitive Domain*, senior author of *Taxonomy of Educational Objectives: Affective Domain*, and co-editor with Lorin Anderson of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's "Taxonomy of Educational Objectives."* He also wrote *Social and Behavioral Science Research, Methods of Educational and Social Science Research: An Integrated Approach, How to Prepare a Research Proposal*, and, with co-author Nick L. Smith, *How to Prepare a Dissertation Proposal*.

His books have been widely translated and used by colleges and universities around the world. David worked with many IDD&E faculty and students on research and scholarly projects and advised many of our alumni through their dissertations. Every summer, and sometimes throughout the academic year, the David Krathwohl fund is used to provide IDD&E students with stipends to work on research activities. This past summer, three doctoral students were supported for work on the RIDLR project (see story on RIDLR in IDDE Newsletter). Over the last 10 years there were many doctoral students who benefited from these funds and became richer in research knowledge and experiences because of it... thanks for your continued legacy David!

article contributed by T. Koszalka

There are many wonderful stories about how David impacted the lives of those who knew him... on the next pages there are several excerpts from a few messages sent to us over the past few months...If you have other stories you would like to share about times with David, please let us know ...

Stories about David

Nick L. Smith (IDD&E Professor) ... “By the time I met him, Dave Krathwohl had already been a famous man for a longtime, a past president of the American Educational Research Association, a former Syracuse University School of Education Dean, an author and co-author of numerous articles, textbooks, and, of course, the *Taxonomy* series. But the first time I recall talking with Dave was right after I arrived at SU. Dave stopped me in the hallway to ask if I needed him to teach my class while I went back to Oregon to move my family out to Syracuse. Throughout the following years, Dave was always there, offering to help. To the profession he was a luminary; to me, he was a supportive mentor, a patient co-author, and a thoughtful friend. ... As a colleague, I watched Dave sagely interpret campus politics as others fussed, and then he would calmly propose next steps that moved us ahead while respecting everyone’s opinions and rights. He had high personal standards and high regard for all others. We would argue heatedly over policy or methods, but end up laughing and accepting our differences. As a mentor, he offered thoughtful counsel, and I never saw him be judgmental of anyone. As a co-author, he did more of the work, but gave me more of the credit. Dave embodied all the best characteristics of what I think of as a university professor, and he made our professional and personal lives better while doing it. ... After Dave retired, we would meet occasionally for lunch and he always remembered me with a copy of his Christmas letter. He was a remarkable leader, academic, and thinker, but most of all for me, he was my good colleague and friend. I think of Dave often, and I will continue to do so.”

Tiffany A Koszalka (IDD&E faculty) ... “My personal experiences with David were in my early years in IDD&E, around 2001, when I would see him occasionally in the hall, stopping to say ‘hi’ or stopping to talk to a student or Linda. He had such a kind voice and was always ready to listen. More recently, when I took on Department Chair I learned that Dave had given quiet a large donation to IDD&E to be used to support students to help him with his scholarship. Several students received stipends from his generous donation to work with him on literature reviews, small research studies, and writing project. When David moved to Illinois we did not access the fund much. So, my last encounters with David were through letters and conversations with his son who helped manage his affairs. In 2014, I received a letter confirming that the fund was to be used to support student researchers... interesting that when I saw his signature on the letter it flashed memories of how kind David’s eyes looked when we last spoke. Although a brief encounter, it made an impact on me that I often think about... David, your legacy lives on through your humanity toward others and your generosity.”

Alex “Romi” Romiszowski (IDD&E Adjunct) ... “It brought back so many fond memories of working with him on projects, discussing for hours the planned revisions of Bloom's taxonomy, working together over a period of (too many) years on Charlie Dills' Phd dissertation committee, etc.”

Gerald S Edmonds (IDD&E Adjunct) ... “He was a great teacher and person. I was fortunate to have Professor Krathwahl as my professor for my first sequence of research courses and for my small research lab.”

Stories about David

Charles Spuches (IDD&E Adjunct) ... “One might safely conclude that all educators (and everyone involved in education) are familiar with *Bloom’s Taxonomy*. Mention of the taxonomy at a recent SUNY ESF Governance meeting, along with the Chicago Cubs winning the Series for the first time in 108 years, have caused me to reflect about the passing of one of my teachers, Chicago native and University of Chicago alumni, Dr. David Krathwohl ... Dave has been, in effect, the silent partner in one of the most pervasive tools in education. Dave was a co-author of Benjamin Bloom's *Taxonomy of Educational Objectives: Cognitive Domain*, senior author of *Taxonomy of Educational Objectives: Affective Domain*, and co-editor with Lorin Anderson of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's "Taxonomy of Educational Objectives."* ... I was grateful for the opportunity to take courses with Dave, and for him to be one of my three dissertation committee members. My colleagues and I appreciated his accomplishments and contributions and, at the same time, we were inspired by his passion, kindness, and encouragement.... Nick Smith, who co-authored with David, *How to Prepare a Dissertation Proposal*, reminisced with me recently about David's lifelong devotion to students, colleagues, and scholarship. Thanks, Nick - and thanks, Dave - you remain a valued teacher and mentor.”

Roger Hiemstra (professor emeritus) “In early September, 1980, within a few days of my arrival at Syracuse University, Dave stopped by my office to both welcome me and offer any help he could provide. I had known about Dave's many scholarly contributions and was very appreciative of his early kindness. We talked for a few minutes and I explained that I wished to get started on a research agenda quickly. He gave me both encouragement and some sage advice. Then almost every time we saw each other in the hall or in a meeting for several years, he would ask me how my research was going. I will never forget that kindness, quick friendship, and constant support.”

Kristen Flint (MS 2006) ... “I received a half-time Administrative Graduate Assistantship in the IDD&E department, (funded by donations from David) from 2004-2006. During that time, I enjoyed many conversations with David while I assisted him with a variety of projects related to his scholarship; and in a few cases had the opportunity to read, discuss my impressions and questions with David prior to the final draft being sent for publication. David was a wonderful mentor who knew how to help young scholars build confidence while increasing their knowledge and skills.”

Jim Ellsworth (PhD, 1998) ... “While I’ve told much about Dave Krathwohl over the years—including the Leadership Profile that I wrote of him for the 2007 *Educational Media and Technology Yearbook*—there are two, more personal, Dave Krathwohl stories I’ve come back to time and time again. The first I’ve told before, in that Leadership Profile...but the second is one which I don’t believe I’ve ever set to writing before—and yet it’ll always be my strongest memory of this great man as mentor and friend.... As many will recall, one of Dave’s most famous books was his 1985 *Social and Behavioral Science Research*, in which he first set forth his famous “Chain of Reasoning.” I didn’t arrive at IDD&E until 1988, and took his course, *Methods of Educational Research* in the Fall of 1989, when the book was in the middle of becoming *Methods of Educational and Social Science Research: An Integrated Approach*.

Stories about David

Jim Ellsworth (PhD, 1998) ...continued

Dave had finished the draft manuscript and, rather than making us use the old book, made **his draft** the text, issuing us the relevant chapters for each section of the course. But he didn't just expect us to read and learn from it—in a great example of practicing what we preach, he invited us **to critique it**, commenting on passages we found especially helpful, and what might have still been too difficult. This has always impressed me for its recognition that we were **both** a representative sample of his target audience **and**—as future researchers & colleagues—learners who would benefit from actual, authentic experience as manuscript reviewers. And it speaks volumes about Dave's accessibility, integrity, and humility. ... This story also has a postscript: when it finally hit the shelves in 1993, I received a mysterious package while stationed at Fort Devens, Massachusetts; in it was a brand new, hardcover edition—bearing his handwritten inscription thanking me for my “many, many pages of comments on the draft,” as well as a typed letter of transmittal drawing my attention to “page xxiii of the Preface,” where he had publicly acknowledged me for those contributions, along with several other students. Thank **you**, Dave.

My second anecdote comes from his service on my dissertation committee. As I acknowledged in the Preface, Dave was the one member of my committee who was already emeritus *when he agreed to serve*—and he did so despite the heavy personal responsibility of caring for his beloved Helen through her long twilight with Alzheimer's. And yet he read every draft, offering incisive observations and sage advice as I chuckled at him getting the last laugh for all my comments on his book! He was always helpful & encouraging, and always kind...and yet it was Dave Krathwohl who—in the Fall of 1997, as I raced down the homestretch, with my Chair and the rest of my committee having cleared me to defend—dropped the bombshell that gave me my one & only scare that I might have to scrap it all and start over. See, I had done a mixed methods dissertation—a qualitative study that used a factor analysis, as a data reduction technique, as a back end—in an era before that was broadly accepted...and, reading my final draft, Dave had some concerns (seeing my full methodology, analysis, and conclusions laid out for the first time) that—wouldn't you know it—that might have introduced some fatal flaws in my *chain of reasoning!* Obviously, it didn't turn out quite that bad...but following those vulnerabilities through 300 pages of development & exposition, pondering their secondary & tertiary effects, and clarifying my reasoning & explanation to his satisfaction took a couple more months, and doomed me to a date of 1998 rather than 1997 on my sheepskin. But it also meant that, when I was sitting in a room with three external readers I'd never met before passing judgment on my final product—rather than being blindsided and trying to stumble through some sort of response coherent enough to salvage my defense, I had slides prepared and a thoroughly-rehearsed explanation I could use to pull it off without a hitch... Thanks **again**, Dave.

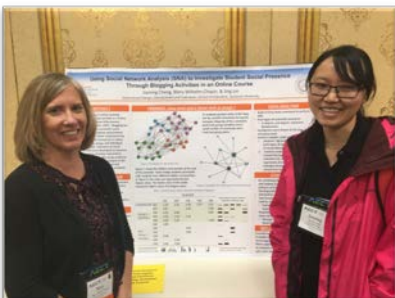
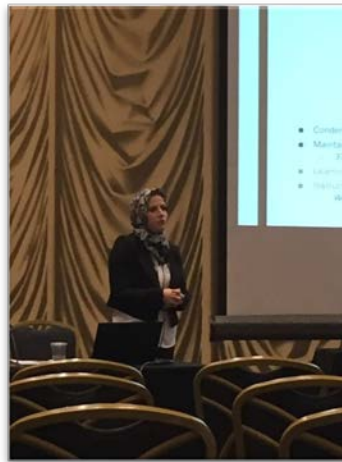
I really wish that generations of IDD&E students to come could have the same chance to learn from your wisdom, chuckle at your wit, and benefit from your grace and leadership. Of course, thanks to all those publications—and all of **us** whose professional lives you shaped—to a great extent, **they will**... Say hi to Don Ely for me.”

IDE 631 Instructional Design and Development I - Invasion of the ID Models

Every fall semester new master's students attend the IDE 631 course to learn the basic of design and instructional design. This course is carefully constructed based on the internationally validated practice standards for instructional design. One of the key activities is for the students to learn about, practice, and then identify what they think are the most critical competencies for new instructional designers. Throughout the course they are exposed to and practice several of the competencies articulated in the International Board of Standards for Training, Performance, and Instruction (ibstpi) ID standards and the must create a model instructional designer based on the 10 competencies they think are most important. Once they identify the most important competencies they must identify some object that represent each and then use those objects to construct a model. In addition to creating the model they create a chart that lists each of the 10 competencies, the item that represents each, and a rationale for each competency and its object. Below is a picture of the class of Fall 2016 and their models.



2016 AECT Conference Experiences



2016 AECT Conference Presentations

1. **Bolds, T.** (2016). Negotiating Math Identity: African American Students' Perceptions of Mathematics. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
2. **Chen, Y., Yang, T. & Lei, J.** (2016). Emerging Technologies for College Students' Inquiry-based Learning. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
3. **Cheng, J., Wilhelm-Chapin, M.C., & Koszalka, T.A.** (2016). Using Social Network Analysis to Investigate Student Social Presence Through Blogging Activities in an Online Course. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
4. **Hall, J. & Lei, J.** (2016). Technologies for Communication in College Students' Learning. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
5. **Hall, J. & Lei, J.** (2016). Flipping the Technology Integration Classroom with Pre-Service Teachers. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21,
6. **Hromalik, C.D.** (2016). Self-Regulated Learning for Language Students. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21,
7. **Jang, J. & Lei, J.** (2016). Technologies for Construction in College Students' Learning. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
8. **Lei, J.** (2016). Technology for Inquiry, Expression, Construction, & Communication in College Students' Learning in the 21st Century. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
9. **Soud, L. & Koszalka, T.A.** (2016). Developing a Community of Inquiry in a Condensed Online Course: Identifying Effective Instructional Methods. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.
10. **Yang, T. & Koszalka, T.A.** (2016). Reaching Young Farmers: Designing Professional Development in Technology Integration for Older Agricultural Educators. Presentation at the 2016 Association for Educational Communications and Technology (AECT) convention, Las Vegas, Nevada, October 17-21.

Faculty News

Dr. Tiffany A Koszalka

At a recent Terra Foundation Educational Technology Conference Dr. Tiffany A Koszalka gave an invited presentation about RIDLR and its potential application to STEM education. At the beginning of the session participants (primarily K-12 teachers and administrators from central NY) were prompted to explore seemingly unrelated objects, determining how best to describe them and then develop ideas on how to use them in their own teaching. Interesting ideas emerged about each object and its potential to be a learning resources. This activity was followed by a more formal overview of the work of RIDLR describing our ideas about the key characteristics of powerful learning resources. An application example was used to deconstruct a digital learning resource (website) used to teach middle and high school students about the multiple aspects of volcanoes. The audience helped to identify how the characteristics of the site demonstrated this learning resource's ability to prompt generative learning, cognitive flexibility, levels of engagement, and reflective thinking. Many participants shared ideas about how some of the learning resources they used had or did not have these characteristics.

Dr. Jing Lei

Dr. Lei will be the interim chair in IDD&E department in January-June 2017.

In 2016 AECT conferences, Dr. Lei with her research team presented five 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. Data were collected from three technology integration courses over the last five years.

Dr. Nick Lee Smith

Dr. Smith had new publications:

Smith, N. L. Disciplinary research on evaluation. 2015 Distinguished Scholar Award presentation, presented at the annual meeting of the Research on Evaluation Special Interest Group, American Educational Research Association, Washington, DC, April, 2016.

Smith, N. L., & Yarnall, L. Conducting Effective External Research on Technician Education in the Community College Context. Paper presented at the CREA Third International Conference, Chicago, Illinois, April, 2016.

Smith, N. L. Sensing value. Paper presented at the annual meeting of the Eastern Evaluation Research Society, Galloway, NJ, May, 2016.

Smith, N. L. Evaluative Fit as a Third Form of Metaevaluation. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA, October, 2016.

Student News

Christopher David Hromalik (Ph.D. student)

Christopher was a co-presenter of a full-day workshop, “Design and Delivery of Basic Online Language Instruction”, at the CALICO 2016 Conference (the annual conference of the Computer Assisted Language Instruction Consortium) in May 2016 at Michigan State University. Christopher also led a roundtable discussion, “Self-Regulated Learning for Language Students”, at the 2016 AECT International Convention in October 2016 in Las Vegas. At the ACTFL (American Council on the Teaching of Foreign Languages) 2016 Annual Convention and World Languages Expo in Boston, Christopher was elected the Secretary of the Distance Learning Special Interest Group. He was also presented with the ACTFL Distance Learning SIG / CALICO Online Teaching Award for Postsecondary Education. Christopher is the first recipient of this award.



Mary Wilhelm-Chapin (Ph.D. student)

Mary Wilhelm-Chapin received the Central New York Association for Talent Development (CNYATD) 2016 Scholarship. Mary’s scholarship application showed a passion for continuing education, particularly with her plans for pursuing a doctorate from the Syracuse University Instructional Design, Development and Evaluation program. Mary’s plans for applying this continuing education to her professional goals, along with her experiences, achievements, and recommendation contributed to the CNY ATD Scholarship Committee’s choice of Mary as one of this year’s CNY ATD Scholarship recipients.



Jacob Andrew Hall (Ph.D. student)

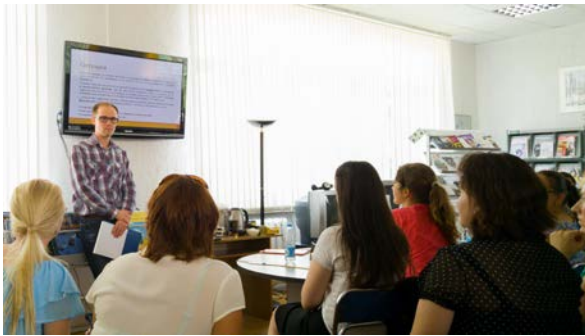
Jacob Hall (Jake) was awarded the Best Student Presentation at the 2016 AECT International Convention in October 2016 in Las Vegas. His presentation, *Technology for Communications in College Student’s Learning* was presented as a student member of SICET at 2016 AECT International Convention.



Student News

Yuri Pavlov's Story (master student)

On Friday June 17, I conducted a 2-hour master class on the intro to Instruction Design at (the) Alexander Pushkin public library in Minsk, Belarus. More than thirty secondary school teachers of foreign languages came to the event. My personal aim was to introduce the concept to the Belarusian audience. In the first part of the master class, I explained the term “instructional design” and its correlation to the Russian equivalent “*pedagogicheskiy dizayn*” (literally “pedagogical design”), what specifically we mean when we say “instruction” and “design.” I proposed explicitly a definition of instructional design and an instructional designer, since it is a total *terra incognita* for educators in Belarus. Also, I briefly outlined the history of I.D. starting from the 1940s and till the early 2000s, summarizing mostly a well-known Reiser’s article (Reiser, R. A. (2001). A history of instructional design and technology: Part II: A history of instructional design. *Educational Technology Research and Development*, 49(2), 57-67). To describe the process of instructional design, I demonstrated two visuals of the ADDIE model—one example of more than 100 models that we know and/or use in I.D. currently. Finally, I prompted them to think about what learning is and what we know about learning, which, of course, most people identified as a process of acquiring knowledge and skills. So I alluded briefly at the three major theories of learning that inform the field of I.D.



In the second part of the master class, I highlighted that instructional designers are not teachers, since the former design instructional materials using the I.D. process while the latter arrange the environment which facilitates learning. However, a lot of teachers often do some instructional design work without calling it instructional design. To illustrate it and to improve their intuitive work, we practiced writing student learning outcomes as defined by R. Mager (+ using Bloom’s taxonomy) and saw how to improve a typical lesson plan by implementing Gagne’s Nine Events theory. The frame for the master class was a scenario in which in a fictional school the average students’ grade dropped by 15% in the third quarter of the school year. During the master class, I referred to the scenario to exemplify how each piece of the information that they heard can be put into practice from the I.D. perspective.

Student News

Yuri Pavlov's Story (master student)...continued

The Q&A session took 15 minutes. The two most challenging questions was this one: How is I.D. different from methodology experts and why instructional designers are different from teachers? Here, I realize now, there were attitudinal and traditionalist aspects, because the former USSR trained professionals in the methodology of teaching any school subjects (methodology of teaching French, methodology of teaching physics, maths, chemistry, etc.). First, obviously, I.D.s do not tell anyone how to teach and how to manage a classroom—something teachers do constantly. Second, methodology has a good deal of ideology, one example being that the Soviet mandatory component was always “character building,” that is, rearing well-behaved, meek, and patriotic citizens. This “rearing” element is lacking in I.D., to my mind, for good reasons. For instance, in Belarus we still have subjects such as Industrial Arts in schools where boys are taught to use a saw while girls are taught to sew and cook, whereas either a boy or a girl has a capacity to look for children or build airplanes. And I.D. gives more freedom in that sense to design less ideological instruction. Alas, this answer did not satisfy the person who asked the question about the difference between methodology experts and I.D.s. I will have to think of more arguments in the future.

Overall, 8 people came to me after the event and thanked personally, asking to share any material I had on me (e.g., e-textbooks, lesson plan templates, presentation). I did not do a formal evaluation part of the master class by reaching out to those who came to the event. The person who helped me organize talked to a lot of guests after the event to know what they thought of it. Half of the audience remained skeptical about the idea of an I.D., but I still consider it success. Now the presentation is [available online](#) in Russian for anyone who speaks the language.



Alumni News

Congratulations to the IDD&E Alumni Reunion Event in Pondok Indah, South Jakarta!



Alexander William Umstead (Certificate, 2016)

Alex graduated from IDDE in May with a Certificate in Instructional Design Foundations. Prior to that, he had finished a MS and completed PhD coursework in Cultural Foundations of Education in May 2015. He was hired at the end of June at SSB BART Group, Inc. as an Accessibility Analyst. SSB BART Group provides digital accessibility consulting services to both private and public sector organizations. Most of what he does is to test client websites and web apps for conformance to accessibility-related regulations, and enter his findings into the Accessibility Management Platform.

Micah Gideon Modell (Master, 2009)

Micah moved with his family to Incheon, South Korea to take a position at SUNY Korea as tenure-track faculty in the Department of Technology and Society. He also got a book chapter published.

Karen Zannini Bull (Ph.D., 2016)

In September 2016 Karen was appointed as Interim Associate Dean of Academic Affairs and Online Programs at University College. In Fall 2016 she was selected to serve as a Middle States Peer Reviewer. Karen also presented at 3 conferences: *Balancing Work, Family, and a Terminal Degree: Completion Strategies for Professional Development Professionals* presented at University Partners for Continuing Education Association in April 2016; *Transforming a Windowless Room into an Open Door Teaching and Learning Studio* presented at Association for Continuing and Higher Education in October 2016; *Course Level Assessment: No, it is not punitive and yes, it can be fun!* presented at the Drexel Assessment conference in October 2016.

Alumni News

Tiffany M. Squires (Ph.D., 2016)

Dr. Tiffany M. Squires has accepted a position as Assistant Professor of Education and Assistant Director of Online Programs for Education Leadership at The Pennsylvania State University. Dr. Squires is a 2015 graduate of the PhD program in IDD&E. Her dissertation research focused on principal perspectives regarding the role of the school leader in the implementation of planned change and curricular/instructional reforms associated with the Common Core State Standards. She also holds an IDD&E Master's Degree from 2005. Squires has a strong background in K-12 education with experience as a teacher, principal, and professional development facilitator.

Most recently, Dr. Squires worked in support of the Online Programs and Services team at University College (UC) at Syracuse University. At UC, Squires provided faculty support in the design and development of online courses, managed research and assessment associated with the course review process, and developed materials/deliverables to support program development. Additionally, Dr. Squires worked in collaboration with the Assessment Working Team (AWT) for Institutional Effectiveness & Assessment at Syracuse University and also worked in research and evaluation at Syracuse University Project Advance.

Offered through Penn State World Campus, the Master of Education in Educational Leadership program serves K-12 teachers preparing for roles as both teacher leaders and school leaders. The program has been ranked nationally, by US World News and Report, among the top ten online graduate programs in education for five years running. In this role, Dr. Squires contributes leadership to the development of online programs in education, instructs and advises graduate students, and conducts research for online educational leadership. She is proud to join the Education Leadership team at Penn State, and she is excited about her work to serve and support the development of future leaders in education.

Dr. Squires would like to extend special thanks to Dr. Jerry Edmonds, Dr. Rob Pusch, Dr. Christina Parish, and Dr. Karen Zannini-Bull for the opportunities presented to her here at Syracuse University, and she is grateful for their continued support and collaboration in the future.

Cameron Blake (Master, 2016)

Cameron worked at the Learning Experience Design, SolarCity—A Subsidiary of Tesla. He is responsible for the design and development of training materials for the customer service arm of SolarCity. This includes process documentation, process improvement, and process training. Trainings that he and his team create affect more than 1200 individuals directly, and influence all 300,000 customers indirectly. It's fast, engaging, and fun.

Alumni News

Caitlyn “Kit” John (Master, 2016)

Kit most recently worked as a Technology Camp Instructor for Classroom Antics in Cleveland, Ohio during the 2016 summer camp season where she received exceptional reviews from both parents and students. She has been promoted to Program Coordinator to further optimize and develop their growing portfolio of educational programs. "Classroom Antics has an impressive lineup of programs and is positioned well for growth in the area of STEAM education," states John. "And I am excited to be a part of helping them achieve that growth."



Shakis Drummond (Master, 2013)

On November 9th 2016, Shakis Drummond presented at her first conference at the 2016 USCA NDLW Virtual Conference, which was hosted by University of South Carolina in Aiken. Her topic was, Alright, Stop! Collaborate and Listen. Her presentation focused on course design benefits of integration collaboration into your design process. The topics she covered during her presentation were: what stops us from building quality courses, what is and isn't collaboration, case study example, ways to collaborate, collaboration tools, and best practices and benefits of collaborating.



Leigh Melissa Tolley (Ph.D., 2016)

Leigh Tolley has just accepted a Visiting Assistant Professor in Secondary Education position at the University of Louisiana at Lafayette for the 2016-2017 academic year. She will be teaching four classes per semester; for the fall, this includes two sections of Classroom Management and Instructional Design. She says, "All of the faculty I met were very kind, professional, and driven, and the Educational Curriculum and Instruction department seems like it strikes a great balance between excellence in teaching and research. It seems like this is a fantastic opportunity for me!"



Alumni News

A Letter From Deborah Ann Little (Master, 2016):

Graduating with the brilliant Syracuse University class's of 2016, I am so grateful to so many for Believing in me and assisting me along the way. Achieving a BS in IM&T, a MS in IDD&E and a CAS in Ed. Tech in 5 years certainly took some patience, encouragement, scolding, help, Prayer and Belief, and there was a village at my back, propping me up, in and around the Syracuse University community.

Earlier this year I was invited to join the Board of Visitors for Dean Joanna Masingila and the School of Education and I was truly honored. I accepted and participated in my first meeting this past October. I left feeling excited about the opportunities being created at SU and looking forward to the progress as we continue to learn, grow and expand. I Believe we have a bright future and will be offering programs and partnerships that were not available before. My SU education has thrust me into a much larger network of problem solving as a result of the increased knowledge, awareness and skills academically acquired.

During the months of October and November 2016, I partnered with McMahon/Ryan Child Advocacy Center offering a B.E.L.I.E.V.E. Series I designed and presented to three community service organizations across the Syracuse community. McMahon/Ryan provides a variety of preventative services to youth ages 18 and younger who are victims of child abuse in its many ugly forms. They contracted Touchdown Presentations, my consulting firm, to teach the B.E.L.I.E.V.E. Series I designed which consists of a series of interactive sessions that shift the way people are thinking so they will BELIEVE in Themselves, BELIEVE in Their Dreams, and BELIEVE They Can Achieve Them.

The three partnering agencies, Southwest Community Center, Southside Innovation Center, and Elmcrest Children's Center, have all been locations where audiences from 9 years of age to 78 years learned about how important it is to BELIEVE in Themselves, BELIEVE in Their Dreams, and BELIEVE They Can Achieve Them. It has been an amazingly rewarding two months of applying what I've learned in IDD&E and celebrating the growth witnessed in my audiences... young and older.

My husband and I head home to Henderson, NV for a few months, and I BELIEVE I will be returning in the spring of 2017 to continue this work I have been so Blessed to do. I don't have the gigs yet, but I'm working on it and BELIEVING in the value of the message I am delivering. Syracuse is my hometown and there is a lot of work that needs to be done to create a more vibrant and progressive city. I look forward to being an integral part of that growth both as a member of the Orange Nation, and as a member of the community.

Keep BELIEVING Everyone.

Love and Blessings.

DeBorah A. Little, MS, CAS

Thanks to Tiffany Squires and Our Alumni!

This past summer Syracuse University welcomed a new Vice Chancellor for academic affairs and Provost, Michele G. Wheatly. Many of you took this opportunity to write letters to Provost Wheatly to welcome her and advocate for IDD&E. Tiffany took the lead to organize and create a pack of letters to present to our Dean and the Provost. Thank you Tiffany for your efforts and best of everything to you in your new position at Penn State – Go Nittany Lions! (sorry, could not resist, I am an alumni). It was a great privilege to read each of your letters and learn about the great successes our alumni have accomplished over years. What an impressive group of alumni we have. Just to name a few ... we have alumni working in places or positions like...

- Walmart's headquarters as an instructional designer
- Granite State College (in the University of NH system) as an instructional designer
- Retired professor and dean from Eastern Michigan University
- Associate professor and Associate Dean of Academic and Student Affairs at Iowa State University College of Veterinary Medicine
- Vice President and President of Gallaudet University; VP of RIT, CEO of National Technical Institute of the Deaf; Assistant Secretary for Special Education and Rehabilitation Services for the US Department of Education
- School Counselor in Syracuse City School District, Coordinator of Evaluation, Assessment and Research in SCSD; Project Manager at Central NY Regional Information Center
- Hewlett Packard Enterprise Services Learning Consultant and global leadership development architect
- Professor and Department Chair in Family Medicine at SUNY Upstate Medical University
- Abilene Christian University Director of Instructional Design; Oklahoma Christian University Instructional Designer (first one hired); Marshall University (first one hired)
- Rackham Graduate School at the University of Michigan graduate school researcher
- Dakota State University Dean of Graduate Studies and Research
- Head of Instructional Programs at the SU library; Learning Commons Librarian
- Training manager in international retail, Teaching and Learning Coordinator and then Teaching and Learning Coordinator in an international school in China
- Independent consulting firm, owner entrepreneur
- National Library of Medicine, part of the National Institutes of Health – established training centers and workshops; establish connectivity between international medical libraries in 9 countries

And the list goes on and on to include faculty appointments, research positions, roles in business and industry, healthcare, nonprofits, government and military positions, and other contexts both domestic and international. We thank you all and hope to include more stories in future newsletters... please keep in touch through our listserv (IDDENEWS@listserv.syr.edu) and growing social networking presence at <http://ridlr.syr.edu/news/>.

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!

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SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN,
DEVELOPMENT AND EVALUATION

Editor: Tianxiao Yang &
Mary Wilhelm-Chapin
Thanks to each and every
student who helped to
make this newsletter
possible!

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 **Tianxiao Yang**, at tyang12@syr.edu