Newsletter
IDD&E
Instructional Design, Development & Evaluation

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Have you heard the news?
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Yes, that's right.
For all the latest department news you can follow us on twitter @su_idde and you can like us on Facebook at IDD&E. Learn about faculty and student projects, hear what your colleagues in the field are up to, check out pictures from department functions, and you can even get the latest information on conferences that are relevant to our field!

Students in the News

Congratulations to IDD&E doctoral student **Leigh Tolley** who has been selected as a Member-at-Large for the Leadership Team of the PreK-12 Educational Evaluation Topical Interest Group (TIG) of the American Evaluation Association (AEA).

She will be working together with other members of the TIG Leadership team on issues for the TIG, which currently has about 1,200 members, such as developing communications, reviewing proposals, and program planning for the annual conference.

Congratulations also to IDD&E doctoral student **Nancy L. Hollins** who successfully defended her doctoral dissertation on January 27, 2012.

Her dissertation was titled "Learning Disabilities and the Virtual College Campus: A Grounded Theory of Accessibility" and she was very well prepared to present and defend her ideas.

Congratulations **Dr. Hollins**!

IDD&E Faculty in the News

Congratulations to Dr. **Alan Foley**, IDD&E Associate Professor. Dr. Foley was recently invited to be a Faculty Associate of the Center for Research on Collaboratories and Technology Enhanced Learning Communities (COTELCO) and the Institute on Disability and Public Policy (IDPP).

He was an Invited Panelist: Institute on Disability and Public Policy M-Enabling Summit Briefing. Washington, DC. (December 6, 2011). This briefing provided a short overview and analysis of the M-Enabling Summit. The panel for this session was composed of Dr. Derrick L. Cogburn (Executive Director, Institute on Disability and Public Policy); Mr. Fred Doulton (Social Affairs Officer, United Nations Secretariat for the Convention on the Rights of Persons with Disabilities), Dr. Alan R. Foley (Associate Professor, Syracuse University), Mr. Axel Leblois (Executive Director, G3ICT), and Ms. Deepti Samant (Director of International Programs, Burton Blatt Institute).

"*The M-Enabling Summit, Global Summit and Showcase for Mobile Applications and Services for Seniors and Persons with Disabilities, is the first global program solely dedicated to participants in the emerging ecosystem for mobile accessible and assistive technologies, applications and services. Unlike any other conference or exposition, the M-Enabling Summit brings together all facets of the industry. Key stakeholders from across the globe that develop, market, create policy, and deploy the initiatives that are setting new frontiers for Mobile Accessible and Assistive Solutions were attendance.*" (For more information, please see http://www.m-enabling.com/)

This summit was jointly organized by The Global Initiative for Inclusive ICTs (G3ICT) and E.J. Krause and Associates in cooperation with the International Telecommunications Unit (ITU) and the Federal Communications Commission (FCC).

Publications, Presentations, and Seminars

Foley, A. (2011). Exploring the design, development and use of websites through accessibility and usability studies. *Journal of Educational Multimedia and Hypermedia*, *20*(4), 267-391.

Foley, A. and **Luo, H.** (2012). Developing web prototypes for Mobile-Learning design research. *International Journal of Mobile and Blended Learning*. *4*(1), 31-44.

Lei, J., Shen, J. & Johnson, L. (Accepted). Digital Technologies and Assessment in the 21st Century Schooling. In Mueller, Tippins, & Stewart (Eds.), *Assessing Schools for Generation R (Responsibility): A Guide to Legislation and School Policy in Science Education*. Springer.

Shen, J., **Lei, J.** (Accepted) Technology-enhanced, modeling-based instruction (TMBI) in science education. In Spector, Merrill, Elen, & Bishop (Eds.) *Handbook of Research on Educational Communications and Technology* (4th edition). Springer.

Lei, J., & Ni, R. (In press). Distance Education in China. In Zha (Ed.) *Education in China: An Encyclopedic Handbook of Educational History, Models, and Initiatives.* Berkshire Publishing Group.

Lai, C. & **Lei, J.** (In press). Digital Divide in Schools. In Zha (Ed.) *Education in China: An Encyclopedic Handbook of Educational History, Models, and Initiatives.* Berkshire Publishing Group.

Zhao, Y., & **Lei, J.** (In press). Distance Education. The *International Handbook of Student Achievement.* Routledge.

Lei, J. & Shen, J. (April, 2012). *Assessing Digital Competencies in Science Learning*. Paper accepted for presentation at the American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.

Lai, C., Wang, Q., & **Lei, J.** (April, 2012). *What Factors Predict Students' Use of Technology for Learning: A Case from Hong Kong*. Paper accepted for presentation at the American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.

Lu, L., & **Lei, J.** (April, 2012). *Cultivating reflective practitioners in technology preparation: Analyses of preservice teachers' reflection on their technology integration experience*. Paper accepted for presentation at the American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.

Luo, H. (2011). Qualitative Research on Educational Technology: Philosophies, Methods and Challenges. *International Journal of Education*. 3(2): E13. http://dx.doi.org/10.5296/ije.v3i2.857

Luo, H., & Lei, J. (November 8-12, 2011). *Changing Paradigm in Interactive Learning System Design: Integrating Emerging Technologies and Instructional Theories*. Paper presented at The Annual Convention of the Association for Educational Communications and Technology (AECT). Jacksonville, Florida.

Photo courtesy of Luo, H

Luo, H., & **Lei, J.** (2012). Emerging Technologies for Interactive Learning in the ICT Age. In J. Jia (Ed.), *Educational Stages and Interactive Learning: From Kindergarten to Workplace Training* (pp. 73-91). doi:10.4018/978-1-4666-0137-6.ch005

Luo, H., & **Koszalka, T.** (November 8-12, 2011). *Design Decisions Informed by Theory: Implications of Case-Based Method for Self-Directed Online Instructional Design*. Paper presented at The Annual Convention of the Association for Educational Communications and Technology (AECT). Jacksonville, Florida.

Learning Disabilities and the Virtual College Campus: A Grounded Theory of Accessibility

Dr. **Nancy L. Hollins** would like to share her dissertation research with us:

Two trends currently impacting higher education intersect in this study: (1) students with learning disabilities are enrolling in colleges and universities in increasing numbers, and (2) colleges and universities are increasingly relying on the web to provide services to students. This reliance on the "virtual campus" comes without apparent consideration of accessibility issues that may be experienced by students with learning disabilities. This study explored the experience of 16 college students, self-identified as having learning disabilities, as they interacted with the virtual campus of one college. Using a grounded theory methodology, the model that evolved from these data indicated that to understand the informants' experience, consideration had to be given not only to the features of the virtual campus but also to what the informants brought to the experience, including their specific learning differences, their technological savvy and expectations, and their active choice and use of helpful strategies. The results of this study suggest that web accessibility as currently conceived is too limiting. A "one-size-fits-all" approach to universal access is unrealistic as users of the virtual campus bring strengths and capabilities as well as challenges to their interaction with web-based services. While colleges and universities are encouraged to follow current usability and accessibility principles, attention should also be given to the construction of a web-human interface that can be individualized to meet specific needs.

Preservice Teacher Technology Integration Education

Doctoral student **Laurene Johnson** would like to share her dissertation research with us:

For my dissertation research, I am looking at the effect of a specific instructional intervention called Design Teams on preservice teachers' attitudes toward technology, their technology skills, and their Technological Pedagogical Content Knowledge (TPACK). I am conducting this study in the course that I currently teach, IDE301, which provides students with the knowledge and skills they need in order to be effective technology-integrating teachers. As current research suggests that design teams is an effective way to promote TPACK in practicing and preservice teachers, and TPACK represents the knowledge that teachers need to effectively integrate technology, I am exploring the efficacy of design teams compared to other instructional methods. Design teams is a collaborative instructional method that has students work in teams to solve real-world problems. Specifically, students in IDE301 will work in teams to design technology-integrated lesson plans that they will implement in their current placement classrooms this semester. My research will compare preservice teachers' attitudes, skills, and TPACK in two different implementations of IDE301 (one with design teams and one without) to determine the effect of the design teams on these variables.

Introduction of IDE 681

IDE 681 was added to the list of classes this Fall as part of the Instructional Technology Master's program. This two-semester class has provided students with a wide range of experiences that a technology specialist for a K-12 setting goes through. Students have had the opportunity to work with students on webquests, Photo Story, and videoconferencing. Currently, in IDE 681, professional development is the topic of study. The class is working towards organizing and implementing a technology fair that will take place at a local high school for the teachers in that district. This class helps paint a complete picture of all the tasks that a technology specialist may experience.

Thanks to IDD&E master's student **Angela P. Cuda** for sharing this information with us!

Alumni News

Sari-Ann Yonaty, PhD, NP in Neurocritical Care (PhD, 2010) will have her dissertation study, "The Educational Needs of Newly Diagnosed Stroke Patients", published in the *Neuroscience Journal of Nursing*. She is also conducting a study at Upstate Medical University in the Neurocritical Care Service titled "The Predictors of Extibation Failure in Stroke Patients." Her goal is to also have this study published in a medical journal.

Jason Ravitz (PhD, 1999) is seeking researchers who are focused on PBL in K-12 settings. Please contact him (jason@bie.org) if interested in joining a virtual group or face-to-face meeting of researchers on this topic. **Jason** also shares the following:

Ravitz, J., Hixson, N., English, M., & Mergendoller, J. (April, 2012). *Using project based learning to teach 21st century skills: Findings from a statewide initiative.* Paper to be presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC. Available: http://www.bie.org/research/study/PBL_21CS_WV

Information on Professional Conferences

Conference	Website	Proposals or Registration Deadline	Annual Meeting	Meeting Location
AEA **American Evaluation Association**	www.eval.org	Proposal: March 16, 2012	October 22 -28, 2012	Minneapolis, Minnesota, USA
ASTD **American Society for Training and Development**	www.astd.org/content/conferences/	Advanced Registration: April 2, 2012	May 6 - 9, 2012	Denver, Colorado, USA
EERS **The Eastern Evaluation Research Society**	www.eers.org/	Early Bird Registration: March 18, 2012	April 29 -May 1, 2012	Absecon, New Jersey, USA
AERA **American Educational Research Association**	www.aera.net	Proposal: March 1, 2012	April 13 - April 17, 2012	Vancouver, British Columbia, Canada
AECT **Association for Educational Communications and Technology**	www.aect.org	Proposal: March 2, 2012	October 31 -November 2, 2012	Louisville, Kentucky, USA
E-Learn	www.aace.org/conf/eLearn/	Proposal: May 25, 2012	October 9 -12, 2012	Montréal, Quebec, Canada

Important Dates and Deadlines

SPRING 2012

Master's Portfolio - Registration deadline March 1

Master's Portfolio (no written exam) − Due to advisor no later than March 20

Doctoral Portfolio Review - Registration deadline February 27

Doctoral Portfolio due to Linda with approval sheet signed by advisor by Monday, April 9

Doctoral Quals - Registration deadline April 1

Quals will be given as follows: Friday, May 4: Research

Monday, May 7: Design/Development

SUMMER 2012

Doctoral Quals − Registration deadline July 1

Quals will be given as follows: Friday, August 17: Research

Monday, August 20: Design/Development

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Call for Information

We are currently gathering material for upcoming IDD&E newsletters, and would like to include updates from staff, students, and alumni. Please send any information you would like included in the IDD&E newsletter to **Di Sun**, IDD&E Newsletter Editor, at dsun02@syr.edu.