

### Inside this issue:

Congratulations Graduates!	1
Notes from our Department Chair	2
IDD&E Students Outside the Classroom	3
Yufei Wu in Kenya	3
The IDD&E Media Lab Project	4
Meet Yiyan Page Wu	5
Laurene and the SITE Conference	5
AECT/NSF Early Career Symposium	6
ID Foundations Certificate	6
Nilay's Note	7
Leigh's Letter	7
Giving Back	8

## Congratulations Graduates!

IDD&E is proud to have 21 graduates this year, one of our biggest graduating classes ever! They were also one of the most awarded classes in our history: Sanghyeon Cheon, Kalpana Srinivas, and Ruzanna Topchyan were awarded the prestigious **Syracuse University Doctoral Prize**. Tashera Bold and Ornisa Mitprasitwere awarded the **School of Education Master's Prizes**. Shakis Drummond was awarded the **Design and Development award** and Megan Rawlings was awarded the **Project Management award**. Kalpana Srinivas was awarded the **Outstanding Doctoral Research award**, and Laurene Johnson was awarded the **Project Leadership award**.



*A few of our 2013 graduates at the Ice Cream Social*

### August 2012

Ed Tech Certificate: Zuheir Khlaif

MS IDDE: Joseph Fields, Zuheir Khlaif, and Qing Wang

PhD: John Gonzalez and Kalpana Srinivas

### December 2012

MS IDDE: Mary Crawford-Mohat and Andrea Sanrocco

PhD: Laurene Johnson

### May 2013

MSIT: Gregory Bickett, Megan Rawlings, and Megan Slack

MS IDDE: Tashera Bolds, Jocelyn Chang, Shakis Drummond, and Ornisa Mitprasit

PhD: Sanghyeon Cheon, Sunghye Lee, Gomang Sertwa Ntloedibe-Kuswani, Ruzanna Topchyan, and Nilay Yildirim

## Notes from our Department Chair

Dear Friends.

Wow, what a year! We have graduated an impressive group of doctoral, master's, and certificate students this past May. Three of our doctoral students were awarded the most prestigious Syracuse University Doctoral Prize and two of our master's students were awarded the School of Education Master's awards. Our master's students are graduating with great *practice* experiences through course projects, department R&D efforts, and outside apprenticeship-like opportunities that have helped them develop competencies as up-and-coming instructional designers... and our doctoral students are engaging in important *research* that is resulting in professional presentations and publications aimed at impacting our larger community of practice. Our faculty also continues to be highly engaged in both domestic and international works supporting our students and pursuing their own unique areas of interest.

Certainly all of this student and faculty activity is positively impacting the quality and reputation of our program ... and has impacted our faculty in ways that improve our scholarship and professing.



As a department we have just completed some significant modifications to our curriculum. First, while we are discontinuing our *Certificate in Lifelong Learning*, we are just launching a new *Certificate in Instructional Design Foundations*. This 12-credit program is for those, primarily in business contexts, without a background in ID, who are now in positions conducting or managing training. The courses help these professionals develop foundational competencies in learning, instruction, and evaluation. Second, we have overhauled our master's degree, moving it from a 36- to a 30-credit program. The emphasis remains strongly rooted in design and we have strengthened both the *design with technology* and *international* perspectives themes. We will continue our efforts to enhance our programs and the experiences we offer our students.

We are fortunate to be able to provide our students with funding to support their professional experiences. Our Development fund was started and continues to grow through the generosity of our alumni. With this funding we support our students and faculty in special projects, learning experiences, dissertation research, and travel to present at professional conferences. In this issue you will read stories about some of our students who have received such support. We are proud to have helped these talented and bright individuals prepare for and meet their professional goals and hope that our alumni will continue to help us! Please see the last page of this newsletter on how to donate or visit our website at [idde.syr.edu](http://idde.syr.edu).

Enjoy reading about the wonderful activities we continue to support and the outstanding accomplishment of our current students and alumni... and please keep us updated with your news and contact information... We love to hear from you!

Sincerely, Tiffany A. Koszalka, IDD&E Chair

## IDD&E Students - Outside of Class

What do IDD&E students do outside of the classroom?

- Involved in professional organizations such as The American Evaluation Association, Association for Educational Communications and Technology, The American Society for Training & Development, and The American Educational Research Association.
- Present research at conventions and have active roles at professional conferences.
- Take leadership roles at the college or university they work for. For example, one of our MS IDD&E students is currently the Director of Online Coaching Services at the college where she works.
- Develop and implement of new methods of instruction. One of our CAS students is pairing her business students with CEOs from throughout the US in a program called "CEO: Collaborative and Enterprising Opportunity." Her students have the opportunity to draft business plans and collaborate with real CEOs.
- Work on STEM initiatives. An IDD&E Ph.D student is currently facilitating the STEM Competition club at Lincoln Middle School.
- Take on TA IDD&E classes and work for other departments within Syracuse University, such as Project Advance.
- IDD&E students have jobs as teachers, after-school program instructors, tutors, and even College/University professors.
- In their free time, IDD&E students also volunteer with the Boy Scouts, 4-H, local libraries, and many other local organizations.

### Yufei Wu in Kenya

This summer, I am going to Nairobi, Kenya for an academic trip. I will participate in the Kenyatta University and Syracuse University project: Building Capacity Through Quality Teacher Preparation (aka 'Cuse in Kenya). While at Kenyatta University, I will work with Dr. Foley and Dr. Masingila to support technology workshops, which help faculty and pre-service teachers enhance their abilities to integrate technologies into instruction and improve their pedagogical approaches. The goal is to help them better support all types of learners, including those with visual, auditory or other disabilities.

During this trip I will be a co-worker in the project and a presenter at a Kenyatta University International Conference in Education. I will present a literature review I wrote on factors influencing undergraduate students' acceptance of mobile learning. It will be my first time presenting at a conference and I hope to practice and enhance my public speaking skills during this session.

I received travel funds from IDD&E, SU School of Education, and 'Cuse in Kenya project. These funds allowed me to join this international project and take advantage of this precious opportunity to learn and work with scholars from Syracuse University and Kenyatta University. Technology integration in instruction is a great interest of mine; therefore, working on this project will enrich my practice experiences with technology integration and instruction. As a doctoral student, communicating and sharing with scholars from all around the globe will also benefit me greatly.



## The IDD&E Media Lab Project

Article by: **Ye Chen**

HH 302 was once used as an ordinary computer lab where IDD&E students could use the department computers. Recently, it has been upgraded to a new multimedia workspace for IDD&E students to study or work on projects. Among the lab improvements are equipment and lab room arrangement that are trying to make this room as a brainstorming/meeting place which offers good support for students to share, to learn, to incubate creative ideas and enable ideas to grow.



In the new lab, a big rectangular conference table is put in the center of the lab room and the chairs are positioned evenly around the table, which make the space big enough so that each person sitting there has room for a pad of paper and a laptop computer. Whiteboard and post-it are provided to foster creativity and idea development by allowing students to visualize their thoughts by writing down their ideas and recording the clues regarding how they develop their thinking; the wall beside the whiteboard is made as a Show-Wall that displays the students' brainstorming posters or project group notices. Besides, the cabinet to store project documents, and electrical outlets (along the walls) to support projectors and computers are provided. A projector is also available for group presentation. Other office equipment is provided as well like telephone, print-machine, wireless internet access, desks, and computers.

In the fall semester in 2012 and the spring semester in 2013, the Summer Online Course Redesign project team has been using this lab as the project room. This project aims to redesign and develop the online courses (IDE 656 & IDE 737) offered by IDD&E department. Each week, all the team members come together to share their work progress, discuss the design ideas, and collaboratively make the project decisions. All the students in this project are given the lab key, and they can freely come here to have sub-group meeting, study, doing project work, or take interview activities.



## Meet Yiyan Page Wu



“In 2003, I received a graduate school scholarship from the School of Education at Syracuse University. Because of the financial assistance the School of Education offered, I was able to come to the US to start my graduate school education.

After I graduated with my Master’s Degree in the department, I felt a strong need and interest in advancing my professional development in a doctorate program and expanding my knowledge in the field, especially in program evaluation in educational technology. I was granted an SOE full-credit scholarship but not financial supplement

for my living expenses. A PhD is a long journey, and I could not imagine how I would be able to manage and support my life. When I was worrying about my financial status and battling over whether I should stay with the idea of earning my doctoral degree due to lack of financial support, I was greatly honored to receive the “William M. Millard Instructional Technology Graduate Scholarship” from the department. This scholarship not only relieved my anxiety over financial shortage, but also encouraged me greatly that I should make my endeavor to work hard. I felt warm and motivated that the department cares so much about their students and truly makes efforts to help them.

During my doctoral years, I have applied and received different financial aids (i.e. scholarships, research grants, research assistantship, graduate student assistantship) from both the School of Education and the department to help me with my academic needs in taking courses, attending professional training and conferences, and implementing research ideas. Without these financial supports, I would not be able to continue my studies or even start my doctorate education. I am very grateful for the funding the department and the school have continuously provided. I also realize that behind every scholarship there is a person or people who generously donated the funding to make that scholarship possible. I would also like to thank them for their generosity and continuous efforts supporting education.”

- Yiyan Page Wu

## Laurene and the SITE Conference

“I received funding to attend and present at the SITE Conference (Society for Information Technology & Teacher Education) in Nashville in 2011. I attended with Liangyue Lu, another doctoral student in IDDE. We did two presentations--a poster session and a paper. While attending the conference, I met several researchers who had published articles related to the topic I was interested in pursuing for my dissertation. I was even able to contact them via email afterwards for additional information. Several of them sent me their presentation files and additional papers which were very useful to me in designing my own research. The sessions that I attended actually gave me the research idea that I pursued for my dissertation, as well as introducing me to several of the instruments that I used as measures.”

- Laurene Johnson



## AECT/NSF Early Career Symposium

Article by: Liangyue Lu



In the AECT 2012 annual conference, I attended the AECT/NSF Early Career Symposium as a doctoral student participant. The symposium is intended to help advanced doctoral students and early career faculty shape their research agenda and to develop a collaborative community of researchers interested in how technology can transform teaching and learning. During the one and a half day symposium, three faculty mentors from different universities held panel discussions on creating a research agenda, what counts as good research, and securing funding for your work. Professor Yong Zhao from University of Oregon gave an inspirational talk about the future of learning with technology. After each panel discussion, we had opportunities to meet with our assigned mentor in a small group, continuing the discussion intensively and extensively. Attending the symposium is a fruitful experience. I made friends with doctoral candidates and junior faculty from other universities, expanding my professional connections. I got many exciting ideas from the faculty mentors about how to conduct research and refine research agenda. Most importantly, inspired by the symposium, I've found a collaborator to continue my dissertation research in teacher technology preparation. I strongly encourage those students who have defended their dissertation proposals consider attending the symposium next year.

## **\*\*NEW\*\* Certificate in Instructional Design Foundations**

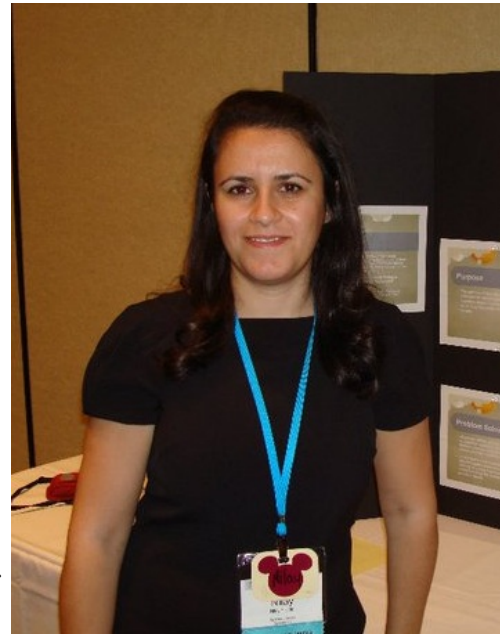
IDD&E is excited to announce a new certificate in **Instructional Design Foundations**.

The Certificate in Instructional Design Foundations provides interested professionals with the opportunity to advance their knowledge and skills in the area of instructional design and learning. 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. This certificate will provide students with a foundational knowledge of Instructional Design and help them begin developing competencies to practice. This program requires the completion of 12 graduate semester credits consisting of 4 core courses in IDD&E.

## Nilay's Note

“I couldn't have thanked our department enough for providing us with a generous funding to attend to conferences. Attending conferences has been a significant part of my professional development as a PhD student. I was able to present several papers in national conferences such as AECT and AERA with the financial support I received from our department. This allowed me to not only expand my knowledge of the field, but also shape my dissertation topic as I got to talk about my dissertation with our colleagues all around the world in this field. Attending to conferences also provided me with networking opportunities with famous scholars and other researchers who share the same passion with me, which then resulted with a collaborative research work and a publication. The funding opportunity especially helped me financially and encouraged me to attend the national conferences without worrying about being able to afford the travel expenses. I recommend that every graduate student should take advantage of this great opportunity and experience a national conference at least once during their career as a student.”

- Nilay Yildirim



## Leigh's Letter



“I have been very fortunate to be able to attend and present at conferences as an IDD&E doctoral student. I would not have been able to have these opportunities without monetary support from the IDD&E department. Thanks to this funding, I have been able to attend the meetings of the American Evaluation Association (AEA) for the past three years. Participating in these conferences has led to my current role as Program Chair-elect of the PreK-12 Educational Evaluation Topical Interest Group (TIG) of AEA, and I look forward to attending the AEA conference in 2013 in this leadership role. I am extremely grateful to the IDD&E alumni for their support of students like me as we develop both academically and professionally.”

-Leigh Tolley

## Giving Back

IDD&E is grateful to our alumni who through their generosity provide opportunities that help us encourage and help our students. Contributions and gifts have been used to sponsor students in need and those with outstanding merit conduct research studies, give conference presentations, and enhance their professional growth. These opportunities help prepare our students to be scholars and professionals in our field and help our program maintain, and grow its reputation for producing outstanding practitioners, researchers, and scholars.

Thank you to all our alumni, past faculty, and friends who have helped support our students and faculty. We hope that these few stories demonstrate to you how much your support has enriched so many. We humbly ask that you continue to remember IDD&E in your future giving. We are happy to discuss ideas you may have to help us grow and provide opportunities for our students and faculty.

There are many different ways to gift specifically to IDD&E. There are instructions on *The Syracuse University Giving webpage*: <http://giving.syr.edu/giving-to-su/give-now/>. You may also give **online** via SU's form, by **phone** at 877.2GROWSU (877.247.6978), or by **mail** with the form you can download from the SU Giving Website. Please remember to write or say that you want your gift to be used for the **IDD&E Professional Development Fund or Department!**

**Thank you so much for your ongoing generosity! Your gift makes a difference!**

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

Phone: 315-443-3703  
Fax: 315-443-1218  
Email: [Lltucker@syr.edu](mailto:Lltucker@syr.edu)

IDD&E Hours  
8:30 – 5:00  
Monday - Friday



Editor: Ashley R. Scott

Thanks to each and every student to help  
make this newsletter possible!