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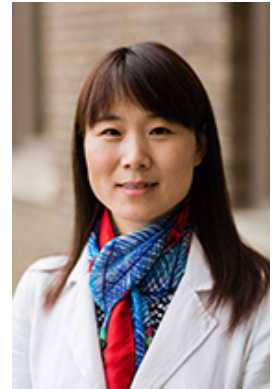
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**Happy Summer from the Chair!**

It has been another exciting and productive academic year for us at SU and for our alumni all around the world. We are so glad to see the exciting projects that our alumni are engaged in, to hear about your success stories, and to know that you are making valuable contributions to the local and the global communities!



On May 12 at our annual ice-cream social, we celebrated the graduation of more than 20 students who received their Certificates of Advanced Studies, Masters of Science, or Doctoral degrees. Many of them will start a new chapter in their career, and some are pursuing further studies. We are so proud of your success and achievements thus far, and we wish you all the best and success in your future.

Our current students have been very actively engaged in projects with faculty and in their own research endeavors. The RIDLR lab has become a hub for all students to get together to share their works and ideas, discuss research topics and project issues, connect and communicate with experts in the field, and provide peer support to each other. As you have read in our newsletters, some of our CAS and master's students participated in assessment projects on campus, and many provided professional ID services in various contexts. Many of our doctoral students presented at prestigious conferences such as AECT and AERA, some served important service roles, and some received awards and recognition for their outstanding work. They are presenting and publishing, and are building their reputation as rising scholars.

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As the Interim Department Chair, I greatly appreciate the unofficial “chair training” that both Dr. Nick Smith and Dr. Tiffany Koszalka gave to me, but most importantly, their help and support in resolving various issues at different levels. I also greatly appreciate the support from other colleagues, our current students, and our alumni. We have a very strong IDDE worldwide community, and I feel proud and humble to serve as a contact person in the department to connect us all. I hope you all have a great summer and I look forward to hearing more from you.

## **Ice Cream Social Spring 2017**

At the annual Ice Cream Social event, the IDD&E department congratulated fresh graduates and recognized them with farewell gifts. The faculty also awarded prizes in three nominations:

1. Outstanding Master’s Portfolio Award: **Robert Trudo**
2. Design and Development Award: **Yuri Pavlov**
3. 2017 Outstanding Doctoral Research Award: **Tashera Bolds**



Tashera Bolds, Ph.D., receives her 2017 Outstanding Doctoral Research Award.

**Left-Right:** Lisa Battalino, Jing Lei with a daughter, Tashera Bolds, Tiffany Koszalka, Nick Smith



Yuri Pavlov, doctoral student, receives his Design and Development Award.

**Left-Right:** Lisa Battalino, Jing Lei with a daughter, Yuri Pavlov, Tiffany Koszalka, Nick Smith

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Ice Cream Social 2017 in the IDD&E Office at 259 Huntingtin Hall



**Left-Right:** Phil Doughty, Lisa Battalino, Nick Smith, Jing Lei with a daughter (Arianna), Tiffany Koszalka, Christine Signy, Rob Pusch



**Left-Right:** Lisa Battalino, Jing Lei with a daughter, Yunkai Xu, Tiffany Koszalka, Nick Smith

## Faculty News



**Left-Right:** Tashera Bolds, Mary Wilhelm-Chapin, Dr. Tiffany Koszalka

### **Dr. Tiffany A Koszalka**

We have been running a Monday morning research session for the last two semesters with doctoral students who are working on their research apprenticeships (RAP). Each includes conducting field research in online environments. One is studying asynchronous online discussions, one studying Spanish language learning in online community college courses, and one is looking at student's thoughts and valuing of learning resources. Other participating students are looking at synchronous discussions in online business courses and exploring the impact of visualized concept map of the research process and graduate students understanding of research. Each of the RAP and other projects have a focus on developing evidence-based findings to support RIDLR's mission. Visit [RIDLR.syr.edu](http://RIDLR.syr.edu) to learn more.

## **Faculty News**

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The sessions have been attended by other doctoral students who learn about the RAPs in progress, field research in online environments, and are able to share their ideas about their own research. The conversations we have range from discussing theoretical and conceptual ideas, to describing data collection and analysis activities, to reviewing initial results and discussing findings, to reviewing drafts of the papers being written.

### **Dr. Nick Smith**

Smith, N. L. (2017). On the origins and defining characteristics of the Eastern Evaluation Research Society (EERS). Remarks for the 40th Anniversary Presidential Panel at the annual meeting of the Eastern Evaluation Research Society, April 3, Galloway, New Jersey.

### **Dr. Jing Lei**

Dr. Jing Lei has been leading an internal funded project, Achievements and Challenges of MOOCs: A Research Synthesis. This synthesis research project intends to rigorously examine and code the literature to conceptualize the landscape of the theoretical frameworks of MOOC approaches, investigate the essential features of the MOOC learning environment, identify the opportunities and challenges of MOOCs, and most importantly identify the effective instructional design features in MOOCs and the most effective practices that are associated with successful student learning through a meta-analysis. Doctoral students Jiaming Cheng and Tianxiao Yang, and a visiting student from Southern China Normal University, Xiaotong Yang, have been working with Dr. Lei on this project. Thus far the team has finished searching and selecting literature, coding and calculating effect sizes, and is currently working on data analysis and manuscripts. A research proposal has been accepted for presentation at AECT 2017.

## SPOTLIGHT: Philip Doughty, Pr. Emeritus

by Yuri Pavlov

Phil Doughty was at the helm of the IDD&E department at Syracuse University for more than twenty years over the course of his career. He joined Syracuse University in 1972 and by the time of his retirement in 2008, he had a staggering list of successful projects all over the world—fifteen years of projects in Iran and Indonesia, smaller yet no less impactful projects in Central and Latin America as well as Europe, let alone his consultancy work all throughout the U.S. He worked with the military, government, business firms, educational departments, medical schools, UNESCO, World Bank, USAID.



Philip Doughty

Phil promised his wife to stay in Syracuse for just two years.  
That was fifty years ago.

A student of Robert Gagné, Leslie Briggs, and Robert Stakenas at Florida State University, Phil came to Syracuse as an instructional systems professor, promising “my wife to be here for two years.” That was fifty years ago, and he never went any place else. His determination dovetailed with the flexibility and tolerance of Syracuse University. He designed an array of IDE core courses such as IDE 712 Front-End Analysis and IDE 632 Instructional Design (the big picture). The latter, he admits, in many ways came out of Briggs’s classes that emphasized models and systems thinking. “The Florida State model was what I wanted to emulate at Syracuse,” he says. The time and environment was just right for this—the department welcomed an influx of instructional designers and their expertise around the late 1960s–early 1970s: Dennis Gooler, Charles Reigeluth, John Keller, Robert Diamond, and others.

▶ Watch Phil answering three questions (3.5 min)

## SPOTLIGHT: Philip Doughty, Pr. Emeritus

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Phil took an active role in the heated discussions regarding the name of the department. In 1978, the name was changed from “Instructional Technology” to “Instructional Design, Development, and Evaluation.” Phil recalls:

It was a long-term conversation. At the time, people thought of technology as overhead and movie projectors. We wanted to change the focus from the concept of instructional technology to describing what graduates actually do. The bottom line was, you have to design, develop, and evaluate—not always in that order, maybe you evaluate first and work on the front end. The name could’ve been *Instructional Design and Evaluation* or *Instructional Development and Evaluation*—it was a huge discussion what was “design” and what was “development.” We didn’t want to fight this battle. So, we ended up with this bubbled-up name for the program that nobody else has.

I would call Phil a happy man living his life to the full. Today he serves as a Professor Emeritus at Syracuse University, plays tennis several times a week, travels to Maryland to visit his children. “My wife and I have three kids. In my garage, I have a Porsche Carrera and a Rolls-Royce. In the shed, I have a Porsche. I have a Bugeye underway. We have two camps on Oneida Lake with



Phil’s alpacas on his farm

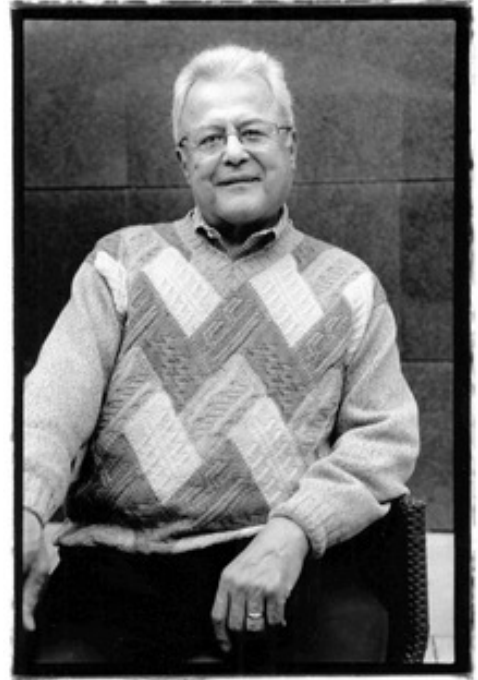
wave runners, jet skis, canoes, kayaks, and sailboats. Think of the fun of winterizing and storing all those machines.” He also knows the joys of farming and pet care with seven alpacas, fifteen chickens, three dogs, and a cat.

Visit the RIDLR website to watch Phil answering a few questions and [read an interview](#) with him conducted on April 22, 2017. ♦

## SPOTLIGHT: Alumni

### Robert Davila

Robert Davila, Ph.D. (1972), was one of the first graduates of what is now IDD&E at Syracuse University. Dr. Davila's career illustrates the vast opportunities that a degree in instructional design offers. His contributions in classrooms, board rooms, and government offices have impacted the education of decades of students. Davila told Syracuse Manuscript that entering Syracuse University was "the turning point of his life and career". Davila entered Syracuse University's IDD&E department through a program offered by the US Department of Education in 1970. The program involved using evolving technologies and innovative instructional designs to improve the instruction of deaf children. SU's IDD&E department would train five post-masters students from the field of education of the deaf.



In a letter to IDD&E Davila wrote, "I was fortunate to be admitted as the first deaf person in the first year and was proud to be the first to complete the requirements for my Ph.D. in 1972."

Before his retirement, Davila's career spanned 57 years and where he taught and administered in elementary, middle school, high school, and at both the undergraduate and graduate levels. During his career, Davila served as vice president and president of Gallaudet University in Washington, D.C., and as vice president of the Rochester Institute of Technology and CEO of the National Technical Institute for the Deaf in Rochester, NY. In 1989 President George H. W. Bush appointed Davila to the highest federal office with responsibility for disability affairs (Syracuse Manuscript, Summer 2016).

"My own career path was greatly enhanced as a result of my SU experience," Davila wrote in a letter to Syracuse University.



## SPOTLIGHT: Alumni

### Berlin Fang

Berlin Fang (M.S., 2005), Director of Instructional Design at Abilene Christian University, received more than his Masters degree from IDD&E. He took with him the sage advice and voices of several faculty members. Berlin shares these words of wisdom in his columns found at <http://www.wise-qatar.org/berlin-fang> . Recognize These:



- “If technology is the solution, what is the problem?” (Dr. Don Ely).
- “When you are using the word ‘need’, are you describing a problem, or a solution?” (Dr. Phil Doughty).
- “It’s not a technology problem. It’s due to quirks of human nature.”(Dr. Alexander Romiszowski).

Berlin looks back on his IDD&E experience as influential in not only his career but life:

IDD&E has successfully “brainwashed” me into a systemic and systematic thinker and problem solver. IDD&E taught me to look at the world around to see “what is”, think imaginatively “what should be”, and then apply my learning to bridge the gap between the two. That’s not just some ADDIE model for instructional design. It’s the way I look at the world and our place in it.

When asked what he hears most when interacting with faculty as an instructional designer:

When faculty interact with me as an instructional designer, their sentences often start with three words: “How do I...” It is often related to the use of our learning management system, or some other kind of instructional technology, but during our discussion, I almost inevitably find myself talking using the three “M”s I learned from Dr. Tiffnay Koszalka: medium, method, message. In my mind, a problem in learning is rarely related to just the technology, or just the instructional method, or any other single factor closed upon itself. Rather, a change in any of the factors has a ripple effect, causing other changes in the system to happen. I also speak the language of root cause of problems and presenting problems, thanks to the courses I took at IDD&E.

## **SPOTLIGHT: Alumni**

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What he finds to be the biggest misconception of faculty regarding the use of instructional technology:

I find it interesting that sometimes faculty avoid technology altogether, or when they switch to a particular technology, they could rely too much on it (at least initially) to do everything exactly the way they want it, when some written or verbal instructions will do the trick they expect from the new tools they have learned. Technology does certain things well, but people do other things well. We have to work with our faculty to negotiate the “job allocation” between people and tools. I think we as instructional designers should show empathy and sensitivity when working with teachers. We have to show we care about them and what they do before we can get them excited over the technologies that we think will make their teaching effective, efficient and appealing. We as instructional designers sometimes work in the interesting territories between education and technology, and we make an impact by helping faculty identify and articulate their needs (Sorry, Dr. Doughty!), and by finding the solutions that work best for them and their students. Also we could actually get communities started, to allow faculty help each other while we play the roles of organizers or marketers of what they do well!

Berlin shared this advise to the 2017 IDD&E graduates:

Working with subject matter experts is one of the most fulfilling things one can ask for. You will find yourself in the presence of very bright people and their brilliance rubs on to you! Some of them may have their eccentricities, but I would embrace that any time compared to the prospect of having to work in more boring or mundane circumstances. Most professors also treat others with dignity and respect, which is also a reason I enjoy what I do. Learn the fundamental principles of instructional design, development, and evaluation. Make them part of your DNA. Though it is also important to learn particular technological tools, you will find others in your future workplaces who can use them better, or you have sites like lynda.com to teach you. However, once you graduate, few people would teach you about learning theories, systems thinking, needs analysis, cost-benefit analysis, instructional project management, the diffusion of innovations, instructional evaluation, and quality control. Spend your time there and you will find that they will help you throughout your career.

## **IDD&E Allies in the School of Education**



**Anemonë Zeneli, Kosovo**

MS Teaching in Curriculum

Transformational Leadership Program Scholar '15

IDE 631 “Instructional Design and Development I” was a fantastic class. I found the course matter engaging, and Professor Koszalka brought enthusiasm and experience to every lecture that she gave. I particularly enjoyed and appreciated the practical applications, such as the Instructional Design project, as a great complement to theory. This class has changed and enriched my perspective on the analysis of learning needs and has taught me about providing students with opportunities to actively practice what they are learning.



**Solyda Say, Cambodia**

MS Teaching in Curriculum

Open Society Foundations CSLA Scholar '15

A few friends of mine who’d already taken IDE 631 highly recommended the course to me. They said it would change the way I thought of instructional design and development. I took a chance and enrolled in the course in my final semester in Fall 2016. The class went beyond my expectations. I learned about an instructional design process and different conceptualizations of design. The class dynamic as well as the class projects made the experience even more educational and memorable. It is an excellent foundational course for instructional design principles! Besides, I’ve employed the tools and knowledge gained from that class in my current job as an educational policy researcher in Cambodia.

## Student News



### "Research to Make a Difference" Webinar with Dr. Charles Reigeluth

by Mary Wilhelm-Chapin

In April several doctoral students and faculty members met to listen to an AECT sponsored webinar with Dr. Charles Reigeluth. Dr. Reigeluth shared his thoughts and strategies on research methods and methodology decisions. A useful takeaway was his catch phrase “research to prove or research to improve” referring to the type of knowledge contribution made by confirmatory or exploratory research. The accompanying photo shows the lighter side of gathering – research can be fun! Doctoral students have been gathering a couple times a month in the project lab to share research ideas, trials, and tribulations – and catch up on happenings in IDD&E and SU communities. As the project lab has become busier over the course of the year, a calendar is now posted on the door. Please take note of scheduled meetings when planning to use the space.

## Student News



**Left to Right:** Jimmy, Kim, Jake and Andrew

We happily welcome another IDDE baby Andrew Jacob Hall into this world! He was born on Sunday, May 21, 2017, at 7:33pm. He was 8lbs. 5oz. and 21in. Congratulations to proud mom Kim, dad Jacob, and big brother James!



Gracy Zhou

We joyfully welcome another IDD&E baby Gracy Zhou (周羲如) into the world. She was born on May 10th, 2017. Baby Gracy was 7 pounds, 5 ounces, 22 inches. Congratulations to proud mom Ye Chen & dad Can Zhou!

## **Student News**

### **Christopher David Hromalik, Doctoral Student**

Chris is conducting a study titled as *A Qualitative Study of Self-Regulated Learning and Learning Resource Use in an Online Spanish Course*. This study investigates how students at a community college self-regulate their learning during the use of the learning resources of an online language course. The study aims to provide information about 1) how students use the digital learning resources of an online course; 2) the strategies students employ while using the digital learning resources; and 3) the strategies employed by students who are most successful at completing speaking tasks in an asynchronous online learning environment.



### **Abdulrahman Rashed Alogaily, Doctoral Student**

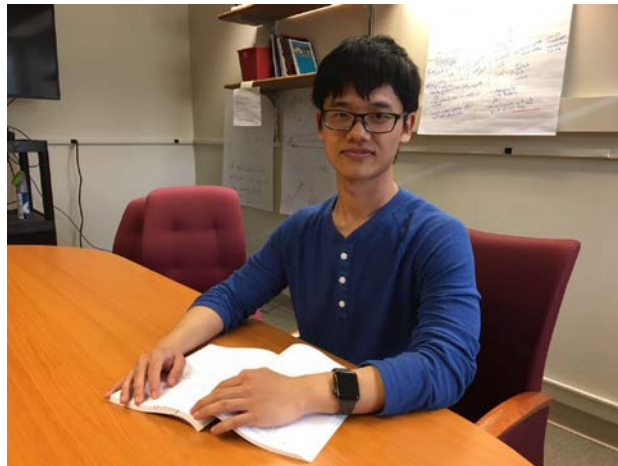
Abdulrahman is conducting a study titled as *An Investigative Study of the Effectiveness of Research Education Methods and Make a Contribution to Educational Tools That Enhance Knowledge and Learning of Research Design and Methodology*. The proposed study would develop and test the effectiveness of a single concept map via a graphic organizer to communicate the multiple components of research design and methodology to research students. In the first step, research will be conducted to design an effective model and tool that integrates the central components of research design and methodology. In the second step, the model will be validated by asking a group of experts (research experts, instructional design experts, and graphical experts) to develop a consensus about the elements and effectiveness of the model and its practicality for use in research learning environments. Based on the feedback of experts, the model will be modified and tested with students taking a research methods course at the Ph.D. and master level to determine if there is positive impact of the graphic organizer on their research expertise and competencies.

## Student News

### Mary Wilhelm-Chapin, Doctoral Student

Mary is conducting a study titled as *Graduate Students' Perceived Value of Learning Resources in Learning the Content in an Online Course*. This descriptive pilot study is aimed at understanding how students interact and engage with learning resources to help them learn course content. Graduate students in an online project management course describe how they interact and engage with learning resources at two points during the semester. Student responses will be reviewed for (1) characteristics of resources students found contributed to their learning, (2) changes in use between the two points in time, and (3) differences in how resources were seen as contributing to student learning of the content. Possible application of study results to enhance instructional design of online learning resources will be discussed.

### Tianxiao Yang, Doctoral Student



Tianxiao is conducting a study titled as *A Qualitative Study of Asynchronous Online Discussion in a Graduate Level Online Course*. This study is to investigate how students facilitated asynchronous online discussion differently in a graduate level online course, how students engaged in conversations with each other in the asynchronous online discussion, whether students achieved higher-order thinking in the asynchronous online discussion and whether students engaged with the instructional content from the learning resources in the asynchronous online discussion.

## Student News

### Jacob Hall, Doctoral Student

Jacob (Jake) did multiple presentations in 2017. In the AERA Conference, Jake presented a study titled as “A Case Study of Flipping a Technology Integration Course with the First Principles of Instruction”. He was also the second presenter on the study which was titled as “Online Learners’ Cognitive Presence and Peer Facilitators’ Contribution: When Facilitation Scripts Are Used”. In the Terra Conference 2017, Jake presented a study called “Learning Through Media: Communication for Learning”.



Jake already passed his proposal defense and now he is a Ph.D. candidate! Congratulations to Jake!

### Lili Zhang, Doctoral Student (Fall, 2017)



- Zhang, L., Li, W. (2016). The gamification of MOOCs. *China Information Technology Education*, 13.
- Zhang, L., Liu, Y., Tang, H. (2016). Comparative-effectiveness research of two types of smart bilingual subtitles. *International Journal of Instructional Technology and Distance Learning*, 8
- Zhang, L. (2017). Misuse of gamification in educational APP. *The Chinese Journal of ICT in Education*, 2.
- Zhang, L., Zhang, X. (2016). Artificial intelligence and the basic education. *Education Science Forum*, 19.



## Student News

### Yuri Pavlov: Spreading the word about Instructional Design

I have conducted 3 workshops on Instructional Design in Spring 2017. The first workshop was in Chicago at the North America Regional Conference organized by the Open Society Foundations (OSF) on March 16, 2017. My focus was on how instructional design can help us all with our time management skills.



Yuri Pavlov conducting a workshop in Belarus

The second workshop was for 35 teachers of foreign languages at Belarusian State Pedagogical University in Belarus on March 30, 2017. The purpose of the 1.5-hour workshop was to introduce instructional systems design as a discipline and science that helps create cohesive educational experiences. Belarus relies heavily on didactics and does not yet know that the field of instructional design exists. Learning theories, human performance technology, design process, model thinking, and differences between teachers and instructional designers were highlighted during the presentation.

The third workshop was at Belarusian State University at the department of International Relations for 12 teachers of foreign languages, translation studies, and law on April 11, 2017. ♦



## Student News

### Lunch at Dosa Grill:

On May 04, 2017, the faculty and current PhD students went for a lunch together at an Indian buffet Dosa Grill. They discussed professional and general topics, reflected on the past academic year, and celebrated research achievements. Jake was yet to become a father of a second child, and Ye was still expecting to give birth to her baby.



Faculty and PhD students had lunch together at Dosa Grill

### Yuri Pavlov, Doctoral Student (Fall 2017)

I was inducted to the Phi Beta Delta Honor Society for International Scholars and received a medal of the society in Hendricks Chapel on March 25, 2017. This society, founded in 1986 in California, recognizes the scholarly achievement in international education of students and faculty and has almost 200 chartered chapters worldwide. The ceremony is organized by the Slutzker Center for International Services and held annually at Syracuse University .



Yuri Pavlov and Dr. Tiffany Koszalka at the induction ceremony

## Student News

### Tashera Bolds, Doctoral Student

As the Graduate Student Committee Co-Chair of AERA Division C: Learning and Instruction, Tashera Bolds created and chaired a session titled, “Public Scholarship through Community Engagement: A Landscape for Educational Equity, Opportunity, and Access.” The session highlighted scholars whose innovative work emphasized engaged public scholarship. From homeschooling within today’s socio-political contexts, to empowering out-of-school interventions, to community partners threading students, parents, and organizations with public school systems, and even the critical use of hip-hop culture within urban communities, their scholarship bridged the research and civic communities. Further, it epitomized the value in situating scholarship within the context of youth’s lived experience and emphasized the importance of creating spaces for youth to realize the depth of their potential. The panel showcased how equitable educational outcomes can become possibilities when opportunities and access are made available through community engagement. Tashera was excited that the session was well received by the audience. She intends to continue to collaborate on future endeavors with the scholars who presented in this session.



Tashera already successfully defended her dissertation on April 7, 2017. Congratulations to Dr. Bolds!

### Jiaming Cheng, Doctoral Student

Jiaming Cheng has presented her study “*Social Network Analysis of student-student interaction in a blog activity of an online course*” at the annual meeting of American Educational Research Association at San Antonio, 2017. It is her second time to present at AERA. Her study explored student-student interaction patterns in a blog activity of a graduate level online course through Social Network Analysis and content analysis. Talking with scholars who shared similar research interests, she received valuable feedback and was also inspired by other’s research. She appreciated the travel funding provided by the department and cherished the opportunity to communicate with researchers all around the world.

## Alumni News

### Gerald S. Edmonds

IDD&E alumnus Jerry Edmonds, Ph.D., was recognized at the One University Awards in Hendricks Chapel on April 25, 2017. He received a diploma for outstanding contributions to the student experience and university initiatives. Jerry holds a position of the Assistant Provost for Academic Affairs and is the major force behind the university-wide assessment initiatives and accreditation. We're thrilled to congratulate Jerry on this prestigious award! To learn more about this event, please [refer to the story in the SU News](#).



### Rachel Nicole Pastrich

Rachel works as an Instructional Designer at ISO Solutions, a subsidiary of Verisk Analytics. In her current job, she designs and develops courses for insurance customers. She oversees her projects from start to finish: analyzing, outlining, storyboarding, designing, developing, implementing, and evaluating her courses. Rachel enjoys the creativity of her job and working with people in various departments.



### Micah Shipee

In January (2017) I attended the first AR in Action Summit at MIT. The summit brought augmented reality (AR) focused professionals from multiple industries into one place. I was privileged to have the opportunity to give a short lecture/demo: <https://goo.gl/f8wSNW>



## **Alumni News**



### **Karen Zannini Bull**

#### **Presentation:**

Bull, K. Z., Campbell, J., Heitzman, A., Newell, K., Sities, J., & Uranis, J. (March 2017). Balancing work, family and a terminal degree: Completion strategies for professional development professionals. Presented at the University Partners for Continuing Education Association, Chicago, IL.

#### **Appointed as a Board Member:**

- A Board Member of The National Council for Online Higher Education Board of Directors, March 2017
- A Board Member of Literacy CNY Board of Directors, June 2016
- Appointed as the incoming chair of the University Professional and Continuing Education Associate Mid-Atlantic Region

## Alumni News

### Leigh Tolley

Hello! I'm Leigh M. Tolley, and I earned my Ph.D. in IDD&E in 2016. Since August 2016, I have been a Visiting Assistant Professor, Secondary Education in the department of Educational Curriculum and Instruction (EDCI) in the College of Education at the University of Louisiana at Lafayette (UL Lafayette). My courses taught include "Classroom Management and Instructional Design for Secondary Teachers," "Middle/Secondary School English Methods," "Classroom Assessment," and "Advanced Field Experiences for Secondary Teachers," all of which are well-suited to my IDD&E training and high school teaching background. I am thrilled to share that I recently accepted the tenure-track Assistant Professor, Secondary Education position in EDCI, which will begin August 1st.



Among my many wonderful experiences at UL Lafayette, I was appointed by the Graduate School to Graduate Faculty, Level One status, for a five-year term. I am following up on my research interests by getting to know secondary English/language arts teachers in the region. In addition, I have become involved in the Vermilionville Education Enrichment Partnership (VEEP), an academic service learning collaboration between Vermilionville, a local living history museum and folklife park, UL Lafayette, and the Lafayette Parish School System.

I have also continued to be very involved in the American Evaluation Association (AEA). Since January of this year, I have been the Chair of the PreK-12 Educational Evaluation Topical Interest Group (TIG) of AEA. Our TIG just ran a week-long series on aea365, AEA's daily blog by and for evaluators, and I wrote the opening and closing posts, which are linked below:

<http://aea365.org/blog/ed-eval-tig-week-getting-to-know-and-learn-from-you-by-leigh-m-tolley/>

<http://aea365.org/blog/ed-eval-tig-week-learning-through-living-living-history-that-is-by-leigh-m-tolley/>

## Alumni News

### Pimsiri Aroonsri

Around December of last year, a Thai IDD&E alum, Ms. Naowarat Bumrungchit invited me to join her teaching project. She runs one of the courses at “Thai Massive Open Online Course” or “Thai MOOC”. It is a government initiative to encourage lifelong learning culture in Thai people. There are 176 courses to choose from and they are available to all Thai citizens at no cost. Basic Principles of Instructional Design is the course Ms. Naowarat teaches. Her intention is to make knowledge in training design accessible to all, especially people who have become interested in our field. It is primarily about introduction to course design and ADDIE model in theory and practice.



### Aaron Dorsey

I began the IDD&E Instructional Design CAS program in 2012, with a focus on Instructional Technology. As a middle school teacher this program has enriched my practice on a daily basis and has helped me to see my job in a different light. I now think of myself as an instructional designer with the skills and ability to be very intentional about the instructional decisions I am making almost daily. Along with this, I will always value the connections I've made with classmates and instructors, all who I admire a great deal. This was a wonderful experience that I look forward to building on in years to come.



### Ruzanna TopChyan

Topchyan, R. (2016). Does social presence relate to knowledge sharing in virtual learning teams? *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 8(4), 646-660.

## Alumni News

### Jean Young

Jean Young graduated with a Ph.D. from IDD&E in 1993 and has gone on to a highly successful career in the evaluation of science education programs. She graciously agreed to share the following reflections on her work and career.

In September (2017) I will fully retire. The denouement of my career was giving a talk at CERN, where the Large Hadron Collider is, to the International Particle Physics Outreach Group on *Measuring Program Impact*. I got there by first getting a PhD at IDD&E in 1993. My career prior to that point was in science education, so having contacts in the field I proceeded to get jobs evaluating science education programs. After working for various organizations 60 hours a week for 40 hours of pay and, more importantly, not being able to design my own evaluations, I decided to jump off a cliff and go into business for myself—MJ Young & Associates. With the contacts I had made I went from scared stiff to over-working, at one time evaluating nine(!) projects. Needless to say, at times I took on several associates.

While I learned a lot from all these projects, three lessons were most important. Several years ago I was in a room of 300 teacher-participants in the frozen north of Wisconsin, mid-winter. I wanted to know what sense the participants were making of the program so I asked a friendly-looking group if I could join them. I said I was evaluating the program (which encompassed several Midwestern states). After awhile, a young man holding a clipboard wandered by the table. I asked who he was. One of the teachers said snidely, “He/s the *evaluator*” (he was actually the local evaluator for that portion of the program). I said, “But I’m also the evaluator.” She then said, “Yes, but you’re different.” I then understood that people, in general, don’t like evaluators, but if you join in, they accept you as one of their own not some outside person judging them. After that I continued, whenever possible, to ‘join in’ including years later finding myself helping teachers assemble a cosmic ray muon detector for the classroom.



## Alumni News

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The other two lessons came from long-term programs with my favorite two projects. One was several project evaluations for the K-12 Alliance in California. After I semi-retired, the program director emailed me. She said they had found a new evaluation group but she missed getting the kind of information I provided that they valued in improving their projects. Throughout my evaluation career I had always preferred formative, rather than summative, since I was more interested in how clients could make their programs better. In the K-12 Alliance I had found clients that appreciated evaluation and even wanted to learn more about it—why I collected the data I did, what the data could tell them and what it couldn't. I had learned to take on clients who appreciated evaluation and were open to changing what they did; in 23 years, I only 'fired' one client.

The other long-term program was QuarkNet. The clients hired me to evaluate this highly-complex, frustrating, but interesting project, because I had evaluated several programs for them previously. I will retire having evaluated QuarkNet for 21 years. At the onset, there were 60 centers scattered all over the US, all doing something slightly different. In other words there were actually 60 different programs, now 52, and one national program at the administration level. During the 21 years I tried every method known to social science research, and some more desperate methods, to gather data from the physics teacher participants. If some teachers were not participating for several years, we would never have gotten implementation data. During that time I also learned a lot of particle physics (matter, as we know it, not the dark stuff, is made of up and down quarks and electrons) and a lot about *necessary* and *sufficient*. Dealing with scientist and science educators made my education and experiential background in science mandatory. I believe Scriven was wrong when he noted that having content understanding is not necessary for doing an evaluation—in this case it very much was necessary. Because of this program, I was able to go to CERN and give a talk on evaluation to an international group of scientists running outreach programs; a notable ending to my career. (BTW—the quiche in the CERN dining hall is some of the best I have ever eaten.) And having an excellent education at Syracuse in IDD&E was definitely crucial to becoming successful—especially the ability to be flexible.

M. Jean Young, Ph.D.  
Tucson, Arizona  
June 20, 2017

## Giving Back

IDD&E faculty and students are most grateful to our alumni and faculty who through their generosity provide additional funding to encourage and support our students. Gifts are 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 humbly ask that you continue to remember IDD&E in your future giving.

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Editor: Yuri Pavlov, Tianxiao Yang  
Thanks to each and every student who  
helped to make this newsletter possible!  
Thanks to Mary Wilhelm-Chapin and  
Susan Bock.

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](mailto:tyang12@syr.edu)

Or you can submit your stories, publications, conference experiences, presentations and other news, simply go to our form page located at <http://ridlr.syr.edu/news/your-idde-story/> and fill out the pre-defined fields.