

# INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION

## SYRACUSE UNIVERSITY SCHOOL OF EDUCATION

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## Message from the Chair

Dear IDD&E-ers and Friends,

Greetings from Syracuse! It has been another busy, productive, and exciting year for us at SU and for our alumni and friends from all around the world. In the department, our faculty members have been publishing and presenting, and traveled internationally for research projects and invited talks. Our students are very actively engaged in various projects with faculty and around campus, gaining much-valued first hand working experiences, developing their expertise, and providing professional ID services to the community. Our doctoral students are making great progress in their own research endeavors, and many have presented at conferences such as AECT, AEA, and AERA. This newsletter provides a glimpse of many activities we've been engaged in.

In 2019, five IDD&E doctoral students successfully defended their dissertations: Dr. Jeremy Zhang, Dr. Michaele Webb, Dr. James Eugene Jang, Dr. Jiaming Cheng, and Dr. Christopher D Hromalik. We also graduated more than 30 master's and CAS students. Congratulations to you all! We are very proud of your achievements and we wish you successful and fulfilling careers!

Another very exciting news was that, after more than one year's hard work and preparation, we started a fully online master's program in Instructional Design, Development and Evaluation. This program is parallel to our traditional face-to-face IDD&E master's program and allows students to complete the degree from anywhere with no on-campus commitment needed. In August, we welcomed the inaugural cohort of ten fellows stationed at Fort Bliss, Texas through the U.S. Army Sergeants Major Academy Fellowship Program. You will read more details in this newsletter.

We are always very happy to hear from our alumni and friends. In this newsletter, we included some updates from our graduates on their achievements and life stories. And we hope to hear from you too!

Wish you a very happy holiday season and a prosperous New Year!



### Our programs

- [Selected Studies in Education, B.S. \(Education, Technology, & Media concentration and M.S. fast-track\)](#)
- [Instructional Design, Development and Evaluation, M.S. \(on campus or fully online\)](#)
- [Designing Digital Instruction, C.A.S. \(online\)](#)
- [Educational Technology, C.A.S.](#)
- [Instructional Design Foundations, C.A.S.](#)
- [Instructional Design, Development and Evaluation, Ph.D.](#)

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## New fully online MS program



As thousands of students began classes at Syracuse University in August 2019, 10 sergeants majors stationed at the academy at Fort Bliss, Texas, also joined the Orange Family. They are part of the U.S. Army Sergeants Major Academy Fellowship Program, and through a partnership with Syracuse University, the fellows will complete master's degrees in instructional design, development and evaluation (IDD&E), offered fully online through the School of Education. The fellows, who are assigned to Fort Bliss for three years, will finish their degrees within a year and go on to design and instruct the academy's Sergeants Major Course, which educates the military's enlisted personnel to operate on all levels of leadership.

*"The online version of the M.S. IDD&E is the same high-quality program with the same instructional goals and expected learning outcomes as our long-running campus-based M.S. IDD&E program," T. Koszalka*

For this inaugural cohort, the fellows were welcomed to Syracuse University when seven members of the University's senior leadership, faculty and staff visited Fort Bliss for a program orientation in the middle of August. In the future, the fellows may have opportunities to visit the Syracuse University campus. Syracuse was selected as an educational partner for the Fellowship Program not only because of the high quality of the IDD&E master's program, but the support and partnership of the Institute for Veterans and Military Families (IVMF) and the Center for Online and Digital Learning (CODL) at University College .



John Stawarz

John Stawarz received an M.S. in Instructional Design, Development & Evaluation and a C.A.S in Designing Digital Instruction in May 2018. He also received his MS Library & Information Science from Syracuse University in 2016. He also serves in the iSchool as an online adjunct for IST 613 Library Planning, Marketing, and Assessment.

Please feel free to reach out John ([jdstawar@syr.edu](mailto:jdstawar@syr.edu)) if you have any questions or ideas, or would just like to chat about designing learning opportunities.

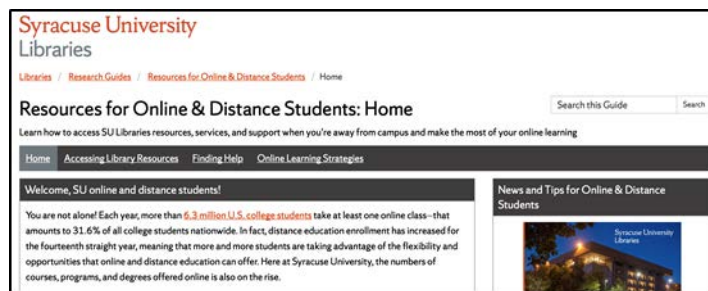
## Using Instructional Design to Create Online Learning Opportunities at SU Libraries with John Starwaz'18

As the online learning librarian at Syracuse University Libraries, one of the biggest challenges I face is trying to create new ways for the library to engage with students and faculty. Even though we count more than 1.2 million visits to SU Libraries each year, the wider trend affecting many academic libraries is that the number of in-person reference interactions between library staff and patrons is decreasing, partially due to the increasing number of library resources and services that are available online. The challenge, then, is how can reference and instruction librarians meaningfully engage with students and faculty in an era when in-person library interactions are on the decline?

When I began my job in January 2017, I knew I needed to quickly develop several skills to help me address this issue, so I enrolled in the Instructional Design, Development & Evaluation and a Designing Digital Instruction programs. Both of these programs have been tremendously helpful in my work, both because I was able to focus on library-related projects during my coursework, and because I've been able to apply what I learned in the IDD&E program at work.

*I'm always learning, and look forward to developing my skills even further as I continue supporting the SU community through online library-related learning opportunities.*

Some of the instruction and outreach projects that I've been developing include creating research guides for online students, such as the one pictured below; developing and deploying online learning objects, videos, and tutorials, such as our Credo Information Literacy resources; supporting subject librarians who work with online programs and students; supporting library use of online webinar tools such as Blackboard Collaborate to facilitate synchronous library instruction for online classes; and live-streaming and recording events and presentations taking place at SU Libraries that are normally limited to in-person participants.



Some of the most helpful skills that I learned in the IDD&E program include project management, assessment/evaluation, and, even more basically, starting with the desired outcomes when designing learning opportunities. There's so much to consider when developing online learning opportunities that I'm always learning, and look forward to developing my skills even further as I continue supporting the SU community through online library-related learning opportunities.

## Alumni News

On November 20, 2019, Dr. Jacob Hall was honored with the Excellence in Research, Scholarship, and Outreach Award. This award recognized his efforts as the principal investigator on an externally funded Innovative Instruction Technology Grant: Universal Design for Learning: Developing Tools to Facilitate Faculty Implementation and Broaden Application to Support Diverse Learners. Collaborators on this grant include Dr. Justin Freedman (Co-PI) and Dr. Carrie Rood, both SU School of Education alumni, and Dr. Maria Timberlake. Current IDD&E doctoral student, Mary Wilhelm-Chapin also assisted with the grant proposal.

The project is aimed at supporting the broader implementation of UDL as a foundational framework for designing instruction in higher education. To implement UDL in higher education with greater fidelity, faculty need support to systematically plan for the diversity of their students from the onset of designing instruction. Prescriptive elements central to instructional design and methodologies for developing instructional design models guided the creation of a procedural instructional design model that integrates UDL principles. The initial model will be shared at a day long retreat for Cortland School of Education faculty in January 2020, and a full report of grant outcomes will be delivered at the SUNY Conference on Instruction and Technology in May 2020.



## Thank you Dr. Hezel



We would like to thank Dr. Richard Hezel, for his generous donation of books on research methodology and evaluation.

Dr. Hezel, the founder of Hezel Associates, has been a longtime friend and supporter to the IDD&E department. The books he donated include cutting-edge research on different research methods, and theories and guidelines on conducting empirical studies. These books will be very useful to our students and faculty.

Thank you, Dr. Hezel!

## Dissertation Working Group

In Fall 2018, Professor Emeritus Nick L. Smith and doctoral student Yuri Pavlov have started a voluntary Dissertation Working Group (DWG) that is open to all doctoral students regardless of program or prior course experience. So far, the group has had three iterations. The purpose of the group is to provide support to doctoral students in their dissertation journey.

The group meets 8 or 9 times per semester and discusses topics such as time management, feelings of inadequacy, getting time, resources, and personal support for doctoral studies, career building, methodological intricacies, and other issues. Also, doctoral students share early drafts of their papers, presentations, recently encountered roadblocks and provide and receive feedback from peers. The focus is on *how to get it right* instead of *how I can be right*.

The group is informal—there are no grades, no mandatory attendance, no homework, and no cost. It is driven by student interests, concerns, and preferences. Doctoral students participate in what has been arranged by some prior agreement or suggestion. Any question about the DWG and its operations can be directed to Dr. Nick L. Smith (nlsmith@syr.edu) or Yuri Pavlov (ypavlov@syr.edu).

Contributor: Yuri Pavlov



## Brown Bag

This Fall 2019, IDD&E has arranged two Brown Bag sessions for current students. Brown Bags usually revolve around career-building topics and provide the students with useful tips and advice on how to think about future employment. Topics vary from finding jobs in academia, to professional networking, to job search strategies, to applying instructional design in various contexts.

This semester we welcomed Dan Olson Bang, Director of Professional and Career Development at Syracuse University, and Theresa Gilliard Cook, our alumna who currently works at SUNY Oswego. In 2018-2019, our IDD&E Brown Bag guests were Jacob A. Hall, Nick L. Smith, Moon-Heum Cho, Jason Curry, and John D. Stawarz.

Contributor: Yuri Pavlov



## Student's Spotlight



### Zoe Zhang

Master Student

Instructional Design, Development and Evaluation, School of Education

#### How did you come to choose this program/school?

Syracuse University (SU) is a world-famous university with intelligent students, professional staff who are devoted to high-quality teaching and management. I am a graduate of East China Normal University (ECNU) and I have been studying in Education Information Technology for five years. ECNU has a partnership with SU, and I found there is a major called IDD&E, which means Instructional Design, Development and Evaluation. This program offers me a great opportunity to deepen my learning about instructional design and have an international perspective on the development of Educational Technology.

#### What interests you most about the program?

For one thing, it is really a good chance for me to learn more about my major as I can have access to courses at Syracuse University. I have been learning Edu-

cation Technology when I entered college five years ago at ECNU. My major would be focused on technology parts. I am good at using different kinds of software, like SPSS, Photoshop, Premiere, JAVA script, PPT and so on. During the study at SU, I could learn more about learning theories and instructional design theories which helps to combine both theories and technology well and make full use of my skills implemented into those research methods.

#### What do you like about this program?

How time flies and it is about one semester has gone. I am a freshman and have learned three courses in Fall 2019 with one online course and two offline courses which all impressed me a lot. Although I have experience in online courses before, I still feel very novel in my course 611. We have a platform to discuss some technical issues every week with our classmates. They often inspired me a lot and we need to do group projects online which I never thought before and requires more collaborative work and regulation ability with others. In-class courses are also interesting. When learning different kind of learning theories, our professor would demonstrate in a different class forms that matched with that 'theory'. For instance, when learning Behaviorism, the teacher would let us followed her step in drawing an elephant while in Social Learning, it would turn to pair study. In another course, we spent a lot of time in case studies and group discussion always brings me new ideas! I really love my major and enjoy everything here. Not only because of the study atmosphere but also my teachers, faculties, and classmates make me feel like in a big warm family.

#### How do you plan to use the knowledge received in this program in future career?

I will combine the content of courses and my prior knowledge to have a deep understanding of my major as well as find the field I am interested in. And try to do some research that is relevant to my major and learning. Besides, I would seize some opportunities to practice what I am learning. For now, I am helping the professor doing the project about instructional design and course evaluation. I found I could learn a lot from the project and enhance the ability in project management, problem-solving which would be good for my future career.

## Orientation 2019

On August 21st, the Department welcomed new students into the Master and Doctorate program.

### New Students group picture



Orientation's cake



## Doctoral Dissertation Defenses

### Chris Hromalik'19



Chris Hromalik successfully defended his doctoral dissertation titled “*A Model of Community College Students’ Self-Regulated Language Learning*” on December 11, 2019.

### Jiaming Cheng'19



Jiaming Cheng successfully defended her doctoral dissertation titled “*How does a Gamification System Design Influence Students’ Interactions in an Online Course?*” on October 4, 2019.

### Jeremy Zhang '19

Jeremy Zhang successfully defended his doctoral dissertation titled “*A Validation of Critical Constructs of Essential Evaluator Competency and Evaluation Practice: An Application of Structural Equation Modeling.*” On January 22, 2019



### Michaele Webb '19

Michaele Webb successfully defended her doctoral dissertation titled “*Off the Rural Back Road: Describing the Experiences of Rural Students Who Enroll at an Urban 4-Year University.*” on March 22, 2019.



### James Eugene Jang'19

James Eugene Jang successfully defended his doctoral dissertation titled “*Reimagining Technology Preparation for Pre-Service Teachers: Exploring how the use of a Video Self-Analysis Instructional Component, Based on the Evidential Reasoning and Decision Support Model, Impacts Pre-Service Teachers’ Technological Pedagogical Content Knowledge.*” He has published and presented his work on this topic on September 10, 2019.



## Ice Cream Social

The traditional Ice Cream social organized to celebrate graduates and current students of the IDD&E program was again full of excitement with awards given to 10 students, lots of ice cream to share and chit-chat among attendees. Attendees included faculty, current students and friends of IDD&E.

This year the program was held on May 10th, 2019 at the Huntington hall in the conference room of the IDDE department.

Please find below in the table a list of the names of students receiving awards and the awards received for the academic year of 2019.



Abubakr Mustafa Ibrahim Abdelrasoul	2019 IDD&E Outstanding Portfolio Award
Christopher Hromalik	2019 Margaret & Alexander Charters Award Award for Scholastic Excellence in Adult and Continuing Education
Garmondy Whorway	2019 IDD&E Design and Development
Jacob Hall	2019 IDD&E Outstanding Research Award
Jeremy Zhang	2019 SOE Graduate School Doctoral Prize
Jiaming Cheng	2019 IDD&E Project Leadership Award
Kang Zhang	2019 IDD&E Project Management Award
Lie Zhang	2019 IDD&E Evaluation and Research Award
Rachita Kapoor	2019 IDD&E Outstanding MS Student Award
Yuri Pavlov	2019 IDD&E Professional Service Award



## Faculty Publications

### Journals

Lim, S. & Cho, M.-H. (2019). Parents' use of mobile documentation in a Reggio Emilia-inspired school. *Early Childhood Education Journal*.

Cho, M.-H., & Castaneda, D. (2019). Motivational and affective engagement in learning Spanish with a mobile application. *System*, 81, 90-99.

Cho, J. Y., & Cho, M.-H. (online first). Students' social media use in collaborative interior design project in a design studio. *Cognition, Technology & Work*.

Cho, M.-H., Park, S. W., Lee, S. (online first). Student characteristics and learning and teaching factors predicting affective and motivational outcomes in flipped college classrooms. *Studies in Higher Education*.

### Book chapters

Cho, M.-H., & Lee, D. (2019). Self- and social-regulation in collaborative problem solving. Book chapter written in Korean.

Hwang, S., & Cho, M.-H. (2019). Constructivist learning environments. Book chapter written in Korean.

Cho, M.-H., Park, S., & Lee, S. (April, 2019). Successful flipped learning in higher education from the perspective of student motivation. Paper presented at the annual conference of American Educational Research Association (AERA), Toronto, Canada.



## Faculty Conferences

Cho, M.-H., Choi, J., Kim, T. Lee, B., & Kim, H. (October, 2019). Undergraduates' perceptions of flipped classroom by STEM, gender, and school years. Paper accepted to present at the annual conference of Association for Educational Communications & Technology (AECT), Las Vegas, NV.

Lim, S., & Cho, M.-H. (October, 2019). Different usages of mobile documentation between fathers and mothers in a Reggio Emilia-inspired kindergarten. Paper accepted to present at the annual conference of Association for Educational Communications & Technology (AECT), Las Vegas, NV.

Castaneda, D., & Cho, M.-H. (August, 2019). Exploring the use of a mobile app to improve second language learning. Paper at the conference of Pacific Computer Assisted Language Learning, Da Nang, Vietnam.

Castaneda, D., & Cho, M.-H. (April, 2019). Mobile application and affective engagement in college Spanish learning. Paper presented at the annual conference of American Educational Research Association (AERA), Toronto, Canada.

Lei, J. (2019). Digital Divide: Focusing on Both the Quantity and Quality of Technology Use. Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (AECT), Las Vegas, NV. October 21-25, 2019.

Lei, J., Zhang, L., Wang, Q., Cheng, J., & Yang, T. (2019). Digital Natives as Preservice Teachers: What Technologies do They Know and How? Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (AECT), Las Vegas, NV. October 21-25, 2019.

Zhang, L., Cheng, J., Lei, J., & Wang, Q. (2019). The Use of Digital Question Board to Facilitate Large Lecture Class. Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (AECT), Las Vegas, NV. October 21-25, 2019.

## Faculty Conferences

Cheng, J., & Lei, J. (2019). The influence of gamification design on students' interaction in an online discussion forum. Paper accepted for presentation at American Educational Research Association (AERA) Annual Meeting, 2019.

Hall, J. & Lei, J. (2019). Examining Preservice Teachers' Technology Integration Development via their Problem-Centered Learning Experiences. Paper accepted for presentation at the International Society for Technology in Education (ISTE) 2019 annual conference.

## Students Projects

**Amber Walton.** Review of the literature: Virtual Reality in Educational Contexts. As an independent study under the supervision of Dr. Lei, goal is a peer-reviewed journal article

**Amber Walton.** Teaching Assistantship: IDE 201, Integrating Technology into Instruction I (research projects still TBD)

**Christopher David.** Data analysis of a second semester of data for my RAP was conducted in Spring 2019 and presented at a conference. Will be working with Prof. Koszalka on an article, if I can find the time to get around to getting IRB approval to analyze 2 more semesters of data

**Christopher David.** Development projects - the ACTFL Distance Learning Special Interest Group / National Foreign Language Resource Center Online Mentoring Program went live to the more than 12,500 members of ACTFL. We plan to meet in Washington D.C. in November to discuss plans to author a paper together on the results of an evaluation of the mentoring program

**Christopher David.** Dissertation work (Proposal defended in 9/2018, data analysis complete, ch. 4 draft submitted, ch. 5 almost complete). Additional data are being collected this semester to continue the work

**Christopher David.** Faculty Coordinator and Research Associate, Universal Design for Learning Academy at Onondaga Community College (funded by the Onondaga Pathways to Career Project, which is funded by the Office of Disability Employment Policy of the US Department of Labor). I have submitted a design case article to TechTrends, we are working on mixed methods study of faculty data that we hope to submit to Teaching and Teacher Education, and we are in the process of analyzing data for a 3rd article (data collected on impact of faculty projects on student learning outcomes and perception of instruction)

**Gary LaPoint.** Working with Stewardship Asia to help develop a conference on Stewardship to take place in 2020. Attended a stewardship conference in June 2019. Help to organize meetings to secure a contract for IDD&E involvement in the design of a stewardship conference to take place in March 2020

**Jiaming Cheng.** Dissertation writing -How does a Gamification Design Influence Students' Interaction in an Online Course? - to defend in October 2019

**Lei Wang.** Developing tutorials for the book It's all about choices by Marlene F. Blumin

**Lei Wang.** Teaching Assistantship: IDE 201, Integrating Technology into Instruction I (research projects still TBD)

**Lina Souid.** Dissertation work: Developing cognitive flexibility and project management judgment: Using online progressive cases to introduce realistic and unexpected challenges

**Lina Souid.** Research Apprenticeship: Progressive case studies

**Monica Burris.** Dissertation writing - Interactive Whiteboard (IWB)- Supported Social Studies Instruction: Case studies exploring current practices of middle school history teachers

## Students Projects

**Pavlov, Y.** Research project: Designing collaborative asynchronous online discussions (Yiyan Wu, Tiffany Koszalka, Yuri Pavlov). Data analysis and reporting on an investigation of the level of collaboration, content conversation, and deep learning during content focused asynchronous discussions

**Tianxiao yang.** Dissertation work

**Tianxiao Yang.** Teaching Assistantship: IDE 201, Integrating Technology into Instruction I (research projects still TBD)

**Whorway, G.** Study Abroad: Experiencing rural and urban education settings in Kenya, Focus: alignment of Kenya's ICT in education policy with technology integration in the classroom, teacher development, and pedagogical practices

**Yufei Wu.** Dissertation work Title: Promoting High School Student's Written Reflection in a Learn-to-Learn Course Context: A Scaffolding Reflection Strategy

**Zeemar Salim.** Feedback Practices in Online Higher Education: Perceptions of Faculty and Students on Timely and Constructive Feedback at the School of Information Studies Purpose: The purpose of the research study is to explore the faculty and students perspectives of feedback practices in Online programs at School of Information Studies, Syracuse University. My responsibilities: co-planning and writing of the research proposal with faculty members.

**Zeemar Salim.** RIDLR - Developing a Rubric for Evaluating learning resources using Instructional Design principles Purpose: To help practitioners and researchers evaluate the quality of existing Learning Resources to facilitate improvement of resources and facilitation of learning. My responsibilities: Co-planning, literature review and writing of the research plan

## Students Publications

**Alogailly, A.** (under review). Philosophy Assumptions and Paradigms in Research: A Latent Semantic Analysis (LSA) of Research Literature. *International Journal of Education and Research*, 23.

**Alogailly, A., & Koszalka, T. A.** (in review). The Main Elements of Research: A Thematic Analysis of Research Literature. 2020 AERA Annual Meeting (p. 13). San Francisco, California: American Educational Research Association.

Chen, Y., Lei, J., & Cheng, J. (2019). What if online students take on the responsibility: Students' cognitive presence and peer facilitation techniques. *Online Learning*, 23(1), 37-61. doi:10.24059/olj.v23i1.1348

**Hromalik, C. D., & Koszalka, T. A.** (2018). Self-regulation of the use of digital resources in an online language learning course improves learning outcomes. *Distance Education*, 39(4), 528-547. doi: 10.1080/01587919.2018.1520044.

**Hromalik, C. D., Myhill, W. N., & Carr, N. R.** (under review). "ALL faculty should take this": A Universal Design for Learning Training for Community College Faculty. *TechTrends*

Koszalka, T.A., Wilhelm-Chapin, M.K., Hromalik, C.D., Pavlov, Y., & Zhang, L (2019). Prompting deep learning with interactive technologies: Theoretical perspectives in designing interactive learning resources and environments. In P. Díaz, A. Ioannou, K.K. Bhagat, & J.M. Spector (Eds.), *Learning in a digital world: Perspective on interactive technologies for formal and informal education* (pp. 13-36). Singapore: Springer. doi: 10.1007/978-981-13-8265-9\_2

Rodrigues, S., Bhutta, S. M., Salim, Z., Chauhan, S., & Rizvi, N. (2019). Implementing a Teaching and Learning Enhancement Workshop at Aga Khan University: reflections on the implementation and outcomes of an Instructional Skills Workshop in the context of Pakistan. *SOTL in the South*, 3(1), 100-110. Retrieved from <https://sotl-south-journal.net/?journal=sotls&page=article&op=view&path%5B%5D=78&path%5B%5D=42>

## Students Publications

- Sun, D., Cheng, G., Xu, P., Zheng, Q., & Chen, L. (2019).** Using HMM to compare interaction activity patterns of student groups with different achievements in MPOCs, *Interactive Learning Environments*, 27(5-6), 766-781, DOI: 10.1080/10494820.2019.1610780
- Sun, D., Cheng, G., Xu, P., Zheng, Q., & Zhang, J. (2019).** Comparing interaction activity patterns of different achievement learner groups in MPOCs. In *Companion proceeding of the 9th International Conference on Learning Analytics & Knowledge* (pp. 153-155), Tempe, AZ, USA.
- Sun, D., Xu, P., Du, J., Zheng, Q., & Zhang, J. (2019).** Log-based Learning Analytics in Vector space, In *Companion proceeding of the 9th International Conference on Learning Analytics & Knowledge* (pp. 218-220), Tempe, AZ, USA
- Wang, Q., & Cheng, J. (2018).** Research design and statistical modeling in contemplative meditation studies. In D. Grimes, Q. Wang, & H. Lin (Eds.), *Empirical Studies of Contemplative Practices* (43-86). New York: Nova Science Publishers, Inc
- Wilhelm-Chapin, M.K., & Koszalka, T.A. (in 2nd review).** Graduate Students' Use and Perceived Value of Learning Resources in Learning the Content in an Online Course. *TechTrends*.
- Wu, Y., Cheng, J., & Koszalka, T. A. (in review)** Transdisciplinary approach in middle school: A case study of co-teaching practices in STEAM Teams. Manuscript submitted to *Journal of Research in STEM Education*.
- Zhang, L., & Zhang, Y. (2018).** Pilot study of the influence of social anxiousness on students' classroom interactions among Chinese undergraduates. *Journal of Global Education and Research*, 2(1), 61-71
- Zhang, L., Cheng, J., Lei, J., & Wang, Q. (in-review).** How the anonymous feature of audience response system influences the interactions of students by different types of questions.

## Students Awards/Recognition/Leadership Roles

- Amber Walton.** Leadership - IDDE student orientation co-coordinator
- Amber Walton.** Leadership - student doctoral rep to IDDE faculty
- Christopher David.** Awarded a Burton Blatt Scholarship to attend Syracuse University in the 2018-19 academic year (7 credits, equivalent to \$10,500)
- Christopher David.** Awarded the Syracuse University 2019 Margaret & Alexander Charters Award for Scholastic Excellence in Adult and Continuing Education
- Christopher David.** Elected Chair of the American Council on the Teaching of Foreign Languages (ACTFL) Distance Learning Special Interest Group (term is 2 years - January 2019-December 2020)
- Gary LaPoint.** Director, Singapore Summer Internship program; Director, Salzberg Program and Award Conference, Co-Director Franklin Supply Chain Center, Co-Organizer 2019 Supply Chain Director's Conference, March 2019
- Jiaming Cheng.** Syracuse University Graduate School Summer Dissertation Fellowship
- Lei Wang.** web developer in Syracuse CHAFA (Chinese and American Friendship Association) since 2017
- Lili Zhang.** Proposal "The use of digital question board to facilitate interaction and learning in large lecture classes" received the 2019-2020 Creative & Research Grant Award (funded by School of Education, Syracuse University).
- Sun, D. (2019).** IDD&E Dissertation Completion Fellowship, IDD&E, Syracuse University. Funded \$2000
- Sun, D. (2019).** PI. Comparing Interaction Activity Patterns of Student Groups with Different Achievements in MPOCs, Creative & Research Grant, School of Education, Syracuse University. Funded \$900

## Students Awards/Recognition/Leadership Roles

**Tianxiao Yang.** earned certificate in University Teaching from Syracuse University Graduate School Future Professoriate Program

**Whorway, G.** IDD&E Newsletter co-editor; Co-chair IDD&E social committee; African Graduate Student Network-Interim President

**Yufei Wu.** 2020 AERA Annual Meeting Volunteer Reviewer

**Yuri Pavlov.** Leader/Coordinator for special topics discussions with doctoral students across SOE.

## Students Conferences

**Cheng, J., Lei, J., Zhang, L.** (2018). The influence of gamification design on students' interaction in an online discussion forum, presented at the 2019 AERA Annual Meeting in Toronto, Canada (April 5-9, 2019).

**Cheng, J., Walton, A.** (2019). A Design of an EdTech Pilot Simulation for Preservice Teachers. Poster will be presented at The Annual Convention of the Association for Educational Communications and Technology (AECT), Las Vegas, October 21-25, 2019

**Cheng, J., Zhang, L., Lei, J.** (2018). Assessing Online Academic Discussion from a Knowledge Building Perspective: an Exploratory Case Study, presented at the 2019 AERA Annual Meeting in Toronto, Canada (April 5-9, 2019).

**Hromalik, C.** (2019, May). Providing Support for Faculty and Students Online: A Summary of Two Online Language Instruction Projects. Paper presented at the Syracuse University School of Education Graduate Student Research Symposium, Syracuse, NY

**Hromalik, C., Myhill, W., & Carr, N.** (2018, August). Empowering faculty to empower learners through UDL training. Paper presented at the CAST 4th Annual UDL Symposium, Harvard University Law School, Boston, MA.

**Hromalik, C.D.** (2019, May). Learner variability and Universal Design for Learning. Paper presented at Syracuse University Access for Success: A Workshop on Inclusion and Accessibility, Syracuse, NY

**Lei, J., Zhang, L., Cheng, J., Yang, T., & Wang, Q.** (2019). Digital Natives as Preservice Teachers: What Technology Do They Use and How, will be presented at the 2019 AECT International Convention in Las Vegas (October 21-25, 2019).

**Murphy-Judy, K., Russell, V., Quinlan, J., Suvorov, R. & Hromalik, C.** (2019, May). Basic Online Language Design and Delivery. Half-day workshop presented at the Computer Assisted Language Instruction Consortium (CALICO) Annual Conference, Montreal, Canada.

**Pavlov, Y. (March 11, 2019).** Many faces of an instructional designer (Guest Speaker). Cherepovets State University. Cherepovets, Russia.

**Pavlov, Y., Wu, Y., & Koszalka, T. A.** (2019, October). Designing collaborative asynchronous online discussions for deep learning: Poster of a design framework. Poster session presented at the meeting of the Association for Educational Communications and Technology, Las Vegas, NV.

**Suvorov, R., Hromalik, C. Murphy-Judy, K., & Russell, V.** (2018, November). Designing a New Mentoring Program for Online Language Teachers. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, New Orleans, LA.

**Whorway, G (Apr 2019).** A review of information and communications technologies (ICT) in Education: Challenges and prospects for Liberia, Annual Liberian Studies Association 51st Conference, Concordia University, Chicago, IL.

**Zhang, L., Cheng, J., Lei, J.** (2018). The Influence of Anonymous Feature of ARS on the Interactions of Students with Different Levels of Social Anxiousness, presented at the roundtable session of 2018 AECT International Convention in Kansas City, MO, United States.

**Zhang, L., Cheng, J., Lei, J., & Wang, Q.** (2019). The Use of Digital Question Board to Facilitate Large Lecture Class, will be presented at the 2019 AECT International Convention in Las Vegas (October 21-25, 2019).

Please send any and all information that you would like to share with the IDD&E community to **Garmondy W.** at [gdwhorwa@syr.edu](mailto:gdwhorwa@syr.edu) or at **David Pax** [dkbuatsh@syr.edu](mailto:dkbuatsh@syr.edu)

## How can you contribute?

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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