

# IDD&E Spotlight

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Syracuse University  
Instructional Design, Development and Evaluation

# A Message from the Department Chair



JING LEI

Dear friends—

Greetings from Syracuse!

I hope you and your loved ones have been staying safe and healthy. Spring 2020 was a very unique semester as we all faced unprecedented challenges that have affected us in so many ways. In mid-March, following government and university guidelines, we moved all our classes online, and have been advising students and conducting departmental businesses online since then.

While working/studying from our own homes, our community members, faculty, staff, students, and alumni have been staying connected through various digital channels, helping and supporting each other during this very trying time. It is our love, care, and support for each other that makes us a strong community.

And there is much to be celebrated at the end of the academic year. On May 08, we held the annual IDD&E Ice-Cream Social, our traditional end-of-academic year celebration, online through Zoom. It was very nice and heartwarming to see that many students, alumni, colleagues, and IDD&E friends joined us from various locations across the country and overseas. We celebrated the nearly 40 certificate of advanced study (C.A.S.), master's, and doctoral students graduating in the 2019–2020 academic year, including the first cohort of ten Sergeants Major graduating from our online master's program. Congratulations to you all on your achievements and we wish you very successful and fulfilling careers!

It was also the occasion where we officially recognized exceptional performances among our graduates and exemplary services in the past academic year. A total of ten awards (five for C.A.S./M.S. students, four for Ph.D. students, and one for a staff member), nominated by faculty and students, were given to outstanding individuals and teams. Please check in this newsletter to see the details and congratulate the awardees for receiving their well-deserved honors.

It is particularly heartening and inspiring to hear from our alumni and friends during this difficult time. In this issue, we have included some exciting news from you. We are happy to celebrate your success stories and honors, and to learn about the interesting projects that you are engaged in, including very innovative and timely projects that help people to fight the COVID-19 pandemic. Thank you for the much-valued contributions you are making to the local and the global communities and thank you for being there for each other.

Take care and be well. We will get through this together as an even stronger community.

Sincerely,

A handwritten signature in blue ink that reads "Jing Lei".

**Jing Lei, Ph.D.**

Chair

Professor of the IDD&E Department

May 14, 2020

## Ice Cream Social 2020: Going Digital

By **Yuri Pavlov** | IDD&E doctoral student (Belarus)

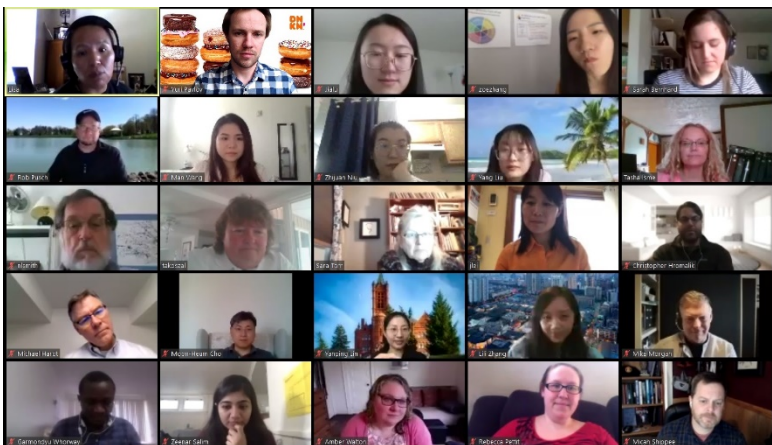
On May 08, 2020, it was the first time in the history of the IDD&E Department that the annual Ice Cream Social (I.C.S.) celebration did not convene in the departmental office in the School of Education. Nonetheless, the celebration did take place via Zoom—a trick that has become all too familiar to all students and faculty since Spring break this semester. Around 35 IDD&E students, faculty, and alumni joined online for an hour, having secured their own ice cream, donuts, candy, or some other form of sugar to accompany the Graduating Class of 2020. Traditionally, the in-person event starts with people socializing with each other and having free ice cream, kindly provided by the IDD&E Department, having small group conversations for around 30 minutes, and then the Department Chair would start drawing everyone’s attention to the cause. It is never on the first attempt that the crowd would lapse into silence, and it takes the Department Chair some fortitude to finally start the event after a third or fourth “Let’s begin.” That was not the case this time. As people were joining the session, the Zoom room was getting quieter and quieter. After all, breakout rooms would be misplaced for such an occasion and, naturally, people could not all talk at the same time. As one would imagine, Dr. Tiffany A. Koszalka broke the uncharacteristic silence with some stories, followed by some alumni sharing theirs: short, humorous, and much wanted. We were all navigating the new digital format of such a cornerstone event in our department. We were breaking the ice that had long before been broken—what a time to be alive!

Those who’ve been to the I.C.S. before know that one of central parts of the event, ice cream galore aside, is the

departmental award ceremony: Students receive awards based on how they stood out in the current academic year (nominated by faculty or fellow students). Fifteen students were presented with awards this year in recognition of their talents and productivity. You can find the list of the awardees and nominations in the table on the next page.

One more part of the traditional I.C.S. event is important: Individually congratulating IDD&E students who are graduating in the current academic year. This acknowledges these students’ hard work and effort they exhibited all throughout their master’s, doctoral, or C.A.S. programs. This year, with the constraints imposed by the time and online format of the event, this part was not emphasized, though the full list of graduates was shared on the screen for a time. In the academic year 2019–2020, IDD&E is conferring degrees to 2 Ph.D., 4 C.A.S., and 32 M.S. students. Six students graduated in December 2019, seven in May 2020, and 25 more are expected to graduate by mid-August 2020, provided they complete all their degree requirements.

Despite being virtual, the 2020 Ice Cream Social event was necessary as a synchronous session for at least two reasons. First, it was needed as a reminder of the strong connection that IDD&E has developed with its students and alumni. We all needed it for the sense of continuity and bond—we’re all a big IDD&E community who like to hang out with each other once a year. Second, it was a necessary step to overcome the inertia that some of us may have developed in the quarantine period which was mostly sans people and sans celebrations. It was a meaningful time to dress up, show up, and express joy at our fellow students’ successes and achievements. ■



Some participants of the virtual 2020 I.C.S.. IDD&E



Some participants of the virtual 2020 I.C.S.. IDD&E

# Celebration

AWARD RECIPIENT	NOMINATION TITLE AND DESCRIPTION OF THE RECOGNITION
<b>MASTER'S STUDENTS</b>	
Ericc Allen (U.S.) Mark Cashman (U.S.) Craig Collins (U.S.) Lisa Cowboy (U.S.) Zhijuan "Jenny" Niu (China)	2020 IDD&E Design and Development Award <i>Distinction in designing and developing innovative products for clients (with special emphasis on project work)</i>
Man Wang (China)	2020 IDD&E Evaluation and Research Award <i>Distinction in the area of research and evaluation (with emphasis on evaluation projects and research-oriented publications)</i>
Yang Liu (China)	2020 IDD&E Outstanding M.S. Student Award <i>Outstanding performance in all M.S. courses and work within the IDD&amp;E Department</i>
Benjamin Horwitz (U.S.)	2020 IDD&E Outstanding M.S. Student Award <i>Outstanding performance in all M.S. courses, graduate assistantship, and in the IDD&amp;E Department</i>
Jiangxiang "Zoë" Zhang (China)	2020 IDD&E Outstanding Portfolio Award <i>Distinction in creating an innovative and comprehensive Master's portfolio</i>
	2020 IDD&E Project Management Award <i>Thoughtful and feasible guidance around IDD&amp;E-related projects</i>
<b>DOCTORAL STUDENTS</b>	
Amber Walton (U.S.)	2020 IDD&E Professional Service Award <i>Wise and meritorious support to colleagues and the IDD&amp;E Department</i>
Christopher Hromalik (U.S.)	Nomination by IDD&E for the 2020 School of Education Graduate School Doctoral Prize for an Outstanding Dissertation
Jiaming Cheng (China)	Nomination by IDD&E for the 2020 School of Education Graduate School Doctoral Prize for an Outstanding Dissertation
Lili Zhang (China)	(1) 2020 IDD&E Project Leadership Award <i>Exceptional work on research and development projects</i> (2) 2020 Margaret & Alexander Charters Award <i>Scholastic Excellence in Adult and Continuing Education in recognition of her excellent written publications</i>
Mary Wilhelm-Chapin (U.S.)	2020 Margaret & Alexander Charters Award <i>Scholastic Excellence in Adult and Continuing Education in recognition of her excellent written publications</i>
Yuri Pavlov (Belarus)	2020 IDD&E Project Leadership Award <i>Exceptional work on research and development projects</i>
<b>IDD&amp;E STAFF</b>	
Rebecca R. Pettit (U.S.)	Ultimate IDD&E Caretaker Award <i>Exceptional service and support to the IDD&amp;E community</i>



IDD&E faculty and students created hearts with their hands at the conclusion of the 2020 I.C.S. event.. IDD&E

# Going Online in the Emergency Situation

*Rob S. Pusch, Ph.D. IDD&E '03 (United States), is an adjunct professor at the IDD&E Department. Here we focused on the recent experience of everyone transitioning to online classes. Dr. Pusch has been teaching online courses for 15 years and involved in the design and development of distance learning for nearly 30 years. This interview has been edited for length and clarity.*

### — How can we describe our learning experience since the Spring break?

— Many different things are happening at the same time remotely in terms of learning at SU, and part of that is the online component. Frankly, for courses that had to be moved from face-to-face to online this time was an emergency moment. Many of them weren't designed and developed to be delivered online in the first place. When professors reflect back to this semester's experience and some things didn't go well, it's important to remember that it was probably due to this emergency and lacking design. As instructional designers, we know it takes a long time to develop a good online course. In IDD&E we were at an advantage, since all our master's level courses were already transformed into an online format. The biggest advantage, however, is that learning continues to happen despite us physically being all over the place. Learning has not stopped, and for the most part we have that stable Internet connection that was not available 20 years ago.

### — What do you think it was like for students to transition to online learning?

— Different for everybody. Some were perfectly comfortable, but some struggled with schedule and track of time. Which makes sense, if you think about it, since on campus many things are structured for the students already. The level of uncertainty was palpable and overall anxiety because everything else was going on with the pandemic. I was learning to understand how the pandemic disrupted our lives and impacted students' experiences, too. I adjusted activities we typically do in class, moved project deadlines.

### — Has this disruption affected student motivation in online courses? If so, can we remediate motivation through instruction?

— Disruption definitely impacts motivation. In terms of the Self-Determination Theory (Deci & Ryan), it's the autonomy, competence, and relatedness. Students may feel less confident in online learning. Feel a loss of control. Some anxiety over the current ambiguity impacts the ability to focus and participate in the learning process. We can help increase some motivation in online courses: Conducting synchronous online sessions to help students feel connected. Think of the influence on mental health, which is also detrimental to motivation. It is important to do check-ins on students. Keep in mind you can refer them to the counseling center resources to emphasize they are not alone in this. Yet oversharing how we feel in the classroom may increase other students' anxiety, so I would consider carefully as to the amount of in-class time devoted to such discussions. It is important to build a community of learners. Keep students connected to, and supportive of, each other through collaboration, small group discussion, peer feedback.

### — What are we learning about ourselves as we are going through this "emergency remote teaching," as some instructional designers call it?

— Learners may learn a bit more about their own learning styles and the power of making their own schedule. Faculty may learn how much pre-planning goes into designing a successful online

course. Face-to-face interactions differ from online: Students can't be focused as long in synchronous sessions as in face-to-face classes, the conversations can be less engaging and it's easier to cross-talk because we don't catch the visual cues as easily online in a small square, and threaded discussions take a lot more time to assess. SU may learn how important it is to engage with students at a distance—be it by sending congratulatory gifts to graduating students or arranging virtual trivia nights or exercise sessions. It's on the school to think of how to replicate some of these on-campus experiences and help students participate in them online. ■



Dr. Rob Pusch in his office, Summer 2019. ROB S. PUSCH

# Connection with the Cohort in IDD&E

*Yanping Lin, M.S. IDD&E '20, is a student from China. In this interview, she has shared with us the lessons she learned during her journey through the IDD&E program and the takeaways for her future career.*

### — How did you choose IDD&E and Syracuse University?

— When I found the IDD&E program at Syracuse University, I read the description, liked it, applied for it, and was accepted. What brought me into IDD&E was my previous work. Too many questions accumulated: How to design a systematic curriculum to help students prepare for a highly competitive society? How to make teachers and students engaged? How to assess course effectiveness and teachers' and students' performance? How to manage a team effectively? This one-year program provides robust, systematic solutions that can be used in a variety of educational settings. In my master's degree I wanted to focus on how to apply theory to practice. I browsed through former students' master's portfolios to get a full picture of the program and projects and was persuaded that IDD&E was exactly what I needed. Also important was the detailed, kind, and quick communication from the department, especially Rebecca's responses to all my inquiries. I was ready to open an exciting chapter of my life.

### — What excites you most about the IDD&E program?

— The IDD&E program is preparing me to be an instructional designer with technical and software skills. The focus of the IDD&E program is to help students develop knowledge and skills in the whole ADDIE process rather than only in using instructional technology. Additionally, IDD&E has equipped me with a novel, systemic, and systematic method of problem-solving that I have not used before. This shift in the perspective caused me to look afresh at performance problems and effective instruction: To produce desired outcomes, one identifies the gap, designs an acceptable intervention, evaluates both learning and instruction, and repeats the cycle.

### — What was the most interesting learning experience for you in the IDD&E program?

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— Connection. There is a strong social connection among classmates, professors, faculty, and alumni. We help each other and are part of a supportive cohort. I had opportunities to collaborate with different faculty and classmates from various backgrounds and cultures and learn from them: team management from Tanya Horacek, professional communication from Pam Gavenda, resource integration from David Patent. I am sure everyone liked guest speakers in IDE 632 and IDE 712, whose fresh and engaging activities enhanced our learning experiences from the real case studies they presented. The interconnection between courses within the IDD&E program is amazing. For example, our ISD model in IDE 632 and the front-end analysis plan in IDE 712 allowed us to look at similar problems from different angles. The professors are true experts, they are excellent in their work. I benefited a lot from them discussing the reasons behind their own instructional decisions in our classes—a model of how instructional designers think on the job.

### — How do you plan to use the knowledge from the IDD&E program in your future career?

— In my career, I envision myself a supporter who helps students and teachers be successful. The IDD&E program has provided me with professional training and best practices in instructional design. My ISD model in IDE 632—a step-by-step change system for developing dynamic curricula and courses with diversity and informatization in mind—is the epitome of my future plan. I want to be an influential change-maker who develops and modifies a range of courses that promote individual student's success

and supports diversity of learners. Online instruction interests me the most not only due to its convenience and flexibility for instructors and learners but also its dissemination advantages, effective tools, and hyperlinked educational resources. I believe I have the foundational knowledge to make an impact in my future work. ■



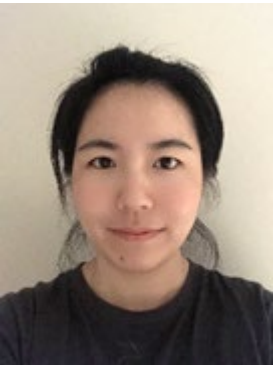
Yanping during her travel to Valladolid, Mexico, in 2020.

YANPING LIN

## Spotlight on student experiences

# IDD&E Students in the Time of the Coronavirus

The transition to online instruction in March 2020 following the novel coronavirus outbreak was hardly easy for anyone. We asked some IDD&E students to share their perspectives on how they found silver lining amid COVID-19 for their learning and what good they learned to appreciate in the given circumstances.



LEI WANG

I realized that distractions are not the thoughts I have but what I choose to do. Being isolated at home for about one month, I miss my friends, professors, face-to-face classes, and Bird Library. In the beginning, I was worried my classes would be influenced by household chores, home-schooling my son, and taking care of my daughter. My son and I wrote different checklists and followed the tight schedule that we devised. I felt relieved I was able to both complete work and take care of the family responsibilities. I cherish this longest time that I have spent with my family successfully juggling, but not compromising, my doctoral work. ■

**Lei Wang (China), IDD&E doctoral student**



ZOË ZHANG

Before the lockdown and social distancing, I was the kind of person who'd prefer working at the library or office in the daytime and relaxing at home in the evening. I thought I can't work from home for long periods of time, I just reject it in my mind. Since I had to start working from home in March, I found a way of getting along with myself and even found unexpected benefits to social isolation. First, there is more time to talk to my family. Having a 12-hour time difference with my hometown, I could not communicate with them regularly. Second, I have more time to reflect and understand myself. I learned I am most productive in terms of learning in the morning right after breakfast. So, I would do morning Yoga to stretch and wake my body, have breakfast, and gently flow into my working mode where I focus on my studies. Third, I developed discipline patterns—regular exercises, written schedule—and it is such a good feeling to mark "✓" in my

planner as soon as I finish course assignments. I learned to stick to my schedule, and I enjoy how my days look like now. Of course, I still want to go outside and be back to my normal life. But this is life, right? I have to make the most out of it. And we will get through this period hopefully soon. ■

**Jiangxiang "Zoë" Zhang (China), IDD&E master's student**

There is a bright side to studying online during the quarantine time. The situation doesn't leave any other option but to learn all the features of online education as we are going through this pandemic. I have been learning to make Zoom calls, record the screen, collaborate online, and appreciate all aspects of Blackboard. A huge part of our instructional design profession is to design online content materials. This is a great time for IDD&E students to learn our own products and witness firsthand that our job truly matters for our community. Also, the situation proves again that an instructional designer is a fighter. Our field emerged during World War II, and in today's biological chaos it continues to be important and valuable. Therefore, I consider myself a hero and I use my free time to help my friends, family members, and relatives as they navigate the form of education that is new to them so that they don't lag behind their studies. Last but not least, it turns out that I did not know *myself* well enough. Staying away from the social life, I got closer to *me*. And I should confess, I have many more skills than I used to think. For instance, I've started cooking delicious meals and, when life gets back to normal, I will say a resounding "no" to junk food. ■

**Lutfullo Tagoev (Tajikistan), IDD&E master's student**



LUTFULLO TAGOEV

CONTINUED ON NEXT PAGE

## Spotlight on student experiences



**Sarah and her cat Hex.** SARAH BERNHARD

As a commuter student with an especially long trek to campus, my first thought upon learning we would finish the semester online was, "Well, this is going to save me a ton of money on gas, parking, and E-ZPass bills!" The savings are nice, but the luxury of attending class with my favorite candle burning and a black cat slumbering on my lap is my favorite silver lining to come of this situation. It's added a new level of zen to the process of contemplating complex I.D. models and project management strategies—one I may not have found otherwise! ■

**Sarah Bernhardt (United States), IDD&E master's student**

I have experienced a number of unexpected benefits while studying and working in isolation. First, I have great empathy for my classmates and coworkers who are separated from their friends and families at this time, which makes me appreciate even more the extra time I have with my family. During my study breaks I am able to read a book to my 2-year-old son or play *Super Mario* with

my 11-year-old daughter. It is a true blessing. Another unexpected benefit has been the comradery and empathy my classmates and I have shown for each other. More than ever people are reaching out to see how we are doing, and we are doing the same. In addition, I am reconnecting with friends and old classmates that I have not spoken with in years! Lastly, it feels like the entire world has slowed down, but in a good way.

This has given me time to reflect on all the wonderful things in my life, my relationships, my studies, and my goals. This pandemic has given me an opportunity to slow down and reflect on what is really important both personally and professionally. This is something that I will absolutely continue to do after all this is over. ■

**Patrick McKinnon (United States), C.A.S. DDI student**



**Patrick and his kids.** PATRICK MCKINNON

## No Ordinary Tuesday

By **David Patent** | M.S. IDD&E '21

It's a Tuesday morning in April. 7:30 AM. I would be in the office by now, preparing for my face-to-face lesson at 8:45 AM. After class, I would move on to some course development for a project that my unit, the English Language Institute, and the iSchool are working on. Then lunch. (Chipotle? Jimmy John's? I really need to start bringing lunch from home!) Some grading and lesson planning in the afternoon, and then off to my 4:00 PM class with Professor Edmonds at Heroy for some student presentations and perhaps some group work on Unit 8, bouncing ideas off one another, impromptu discussion, clarifications on our final projects, and then the day is done.

Except it's no ordinary Tuesday. I didn't sleep well because of a nagging sore throat. (Allergies? I've never had allergies.) I'm at the kitchen table at 7:30 AM, preparing for a synchronous online lesson, trying to

remember all the extra steps needed to make things go smoothly, to keep students engaged—at least those whose Internet is working. The usual extra-linguistic classroom cues that have helped guide my classroom practice for the last 20 years have evaporated. Levels of alertness and engagement or quality of mood and attitude become difficult to gauge in the flatness of our new classroom proxemics. This is language teaching in the Time of Coronavirus. I make jokes and imagine students perking up. ▶



DAVID PATENT



## Spotlight on student experiences

► My wife's an "essential worker" and out of the house, so when class ends, I go downstairs, ignoring the dog's pleas for another walk. My kids are watching YouTube videos instead of doing their online homework, so that's a conversation. I scrounge around for lunch—my kids will have to endure another one of dad's makeshift meals. By the time all is said and done, I'm back upstairs working on that iSchool course that probably won't run, but who knows, right?

Next thing I know it's 4:00 PM, so I'm back into a synchronous online session, this time on the other side of the window. Things happen slowly. Presenters struggle to get their slides to run. There is a long silence as Professor Edmonds breaks us into groups using Blackboard Collaborate Ultra's clunky breakout group feature. Now in our groups, one of my peers sounds like a defective robot,

but we still manage to complete our group task, and then class fizzles out.

The day is not done. I'm right where I was when it started, feeling like I did more and got less done. Yet I am motivated by the resilience of my international students and their willingness to engage in new ways of doing things, even when most of them are stuck in the isolation of an all-but-abandoned campus just wanting very much to go home. Whether negotiating a grammar exercise in the digital space of a video conference breakout room or writing an essay in a shared Google Doc, they inspire me to run it back on Wednesday. ■

*David Patent (United States) is an instructional language coordinator at the English Language Institute at Syracuse University and current M.S. IDD&E student.*

# IDD&E Student Productivity in January-May 2020

## PUBLICATIONS

- **Hromalik**, C. D., Myhill, W. N., & Carr, N. R. (2020). "ALL faculty should take this": A Universal Design for Learning training for community college faculty. *TechTrends*, 64(1), 91–104. [doi:10.1007/s11528-019-00439-6](https://doi.org/10.1007/s11528-019-00439-6)
- **Hromalik**, C. D. (2020). SIG Spotlight: ACTFL Distance Learning (DL) SIG. *The Language Educator*, 15(2), 26–27.
- **Pavlov**, Y. (2020). Review of the book *Lingua Latīna per sē illūstrāta. Pars I: Familia Rōmāna*, by H. Ørberg. *Studia Philologica*, 9, 242–245. [in Russian, [electronic copy](#)].
- **Wilhelm-Chapin**, M. K., & Koszalka, T. A. (2020). Graduate students' use and perceived value of learning resources in learning the content in an online course. *TechTrends*, 1–12. [doi:10.1007/s11528-019-00464-5](https://doi.org/10.1007/s11528-019-00464-5)
- **Zhang**, L., Cheng, J., Lei, J., & Wang, Q. (in print). How the anonymous feature of audience response system influences the interactions of students by different types of questions. *Journal of Educational Technology Development and Exchange (JETDE)*.

## INVITED TALKS

- **Hromalik**, C. (2020, March). Choosing the right tool for the task: Revitalizing your instruction with digital technology. Invited presentation for the John Wiley & Sons, Inc. World Languages Digital Technology Summit, Hoboken, NJ.

## WORKSHOPS

- Murphy-Judy, K., Russell, V., Quinlan, J., Suvorov, R., & **Hromalik**, C. (2020, May). Fundamentals of online language teaching. Half-day workshop presented online for the Computer-Assisted Language Instruction Consortium (CALICO) Annual Conference.

## MEDIA COVERAGE

**David Patent** appeared in the SU news and shared his observations of successful remote teaching:

- Jevis, E. (2020, May 01). COVID-19 impacts American experience for international students. *Syracuse University News*. <https://news.syr.edu/blog/2020/05/01/covid-19-impacts-american-experience-for-international-students/>

# IDD&E: Sparkling Oasis for Students and Faculty

By **Yuri Pavlov** | IDD&E doctoral student (Belarus)

Rebecca Pettit joined the IDD&E Department in the position of Office Coordinator in November 2018. On the day of the interview, she knew next to nothing about our department, but not because she did not do her research—she simply could not find an “ED.IT department” as per the job advertisement. Fast forward 1.5 years, she was recognized with the departmental Ultimate IDD&E Caretaker Award for her exceptional contribution to the operations of the IDD&E department. Water and paper supplies, stationery, labels all around the office, and a never-depleting jar of candy are a surface testament to her space management efforts. One layer deeper lies Rebecca’s virtuoso performance in oral/written communication as well as documentation excellence which help the department run like a well-oiled machine. How was she able to turn the department into a little supportive oasis for both students and faculty?

Born and raised in greater Syracuse area, Rebecca attended Marcellus high school and graduated from Le Moyne College with a B.A. in Psychology in 2012. In her junior year in college, she spared 70 hours between three jobs to be able to pay for her higher education. For the senior year, however, she reduced the number of jobs to two. For 7 years, Rebecca worked at Contact Community Services in Syracuse, NY, after volunteering on their suicide prevention hotline for many years, followed by 2 years at Cayuga Counseling Services as a care manager in Auburn, NY. Her interest in people and fascination about the human condition kept her that long at these highly stressful jobs. She recalls: “These organizations provide great services to the community, and I loved them. But after years of commitment, I started to feel burned out, and when you’re burned out, you don’t give yourself to others as much as what a position like that requires.” It was time for change.

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“I was always interested in higher education. I realized I can apply my interest in psychology to supporting students, and I applied to the job opening that I found through SU,” she says. Before long, she was hired and started her job with IDD&E. She remembers her initial feelings: “When I first started, I was a little panicked, because there was no one there to show me what I needed to do. I didn’t know what I didn’t know, so I had to wait for an issue to come up to know that I was responsible for that kind of task.” The new job required

paying a lot of attention to detail—a skill she honed in her previous jobs, asking lots of questions, exercising and improving interpersonal communication. She admits: “I am a big picture person. I need to know how what I am doing fits in to the big picture. I would sometimes go and ask others about the things that seemingly went beyond my responsibilities. I needed that context. Even a year and half later there are still a lot of surprises about the tasks I am doing.”

By and large students know that all kinds of registration forms, petitions to faculty, student employment questions are within Rebecca’s competencies, but some students still think of her as an emergency services contact and hesitate to reach out promptly: “My role is to be there to support students and faculty. Contact me. I want people to feel comfortable

to share things with me so that I can better problem-solve or suggest alternatives: Should a student take which course in which semester, should they take an internship position, should they apply for a travel grant. Students need to know that I am available for them for a vast array of questions. Whether preparing documentation or just having a conversation, I am good at listening and pulling out from people what they might not yet be able to identify they want, so we can seek out the help and resources together.”



Rebecca Pettit, 2019. REBECCA R. PETTIT



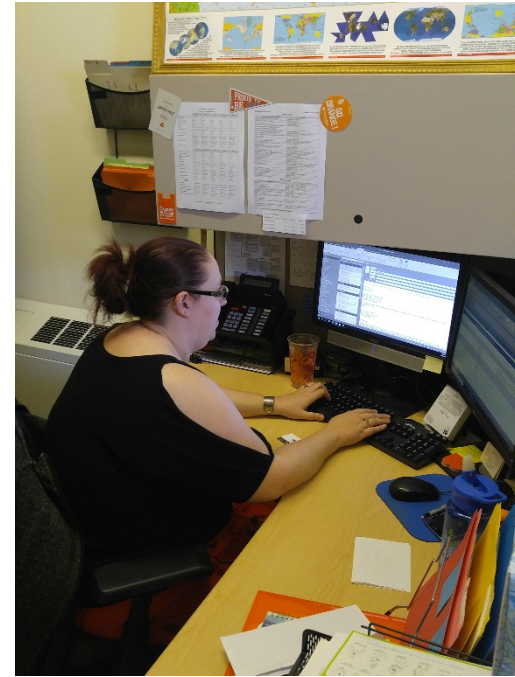
## Spotlight on Rebecca R. Pettit

► Rebecca loves her job and finds it fulfilling in many respects: “I love working directly with the students, chatting with them, hearing their impressions and feedback about their classes. It is such a motivating environment to be around. I like that we have such a diverse population in IDD&E, I love learning about their different cultures, even if it doesn’t change how I go about my daily life. For instance, I never thought that they have places with snow in Saudi Arabia. Right? Realizing how I have a particular view that is not necessarily complete is transformative.” Rebecca has intense curiosity about new things, and she is the biggest support a student can find. But there are limits to her powers, she acknowledges: “I will not gossip. Or rather, it’s a one-way street. While I love hearing information, in my position I can’t give the information out. That line I won’t cross. Also, there are situations when I cannot help, for instance, communicating a rejection decision. It’s a miserable experience to announce to someone that we cannot move them forward, despite the prospective students’ best efforts and hopes that they put into their applications.”

emails. It’s nice to be connected despite being away from everyone. I also like not having to commute, and although it’s only half an hour—I don’t miss that. I don’t like that it takes longer in the lockdown to get things done, the processing takes more time, some departments return the forms later than usual, and I feel like I am behind.” Of course, those who know Rebecca know that she anything but behind. The feeling stems from her deep sense of responsibility and commitment. The longest time it takes for her to respond to an email is 4 hours, unless it’s a day off.

Working with IDD&E makes Rebecca hyperaware at times: “I am more aware of certain things now than I was previously. I used to develop instructional manuals in my previous jobs all the time. Now I am worried that someone is going to look at my registration instructions to students and be just ‘Tsk, tsk.’ That critical eye may be cast—after all, I am in the Instructional Design department with certain standards and expectations to instructions. But no one has ever criticized me for my manuals.”

What allows Rebecca to exceed expectations in IDD&E dovetails with what IDD&E cultivates in its students: flexibility, systems thinking, needs assessment, thoroughness, and resourcefulness. She goes above and beyond when she does what she knows, and far and wide when she doesn’t know it and has to look for practical ways of closing proverbial knowledge/skill/attitude gaps. Rebecca’s determination to help students and faculty is sky-high, if not preternatural. She has been a long-awaited piece to the IDD&E mosaic who helps maintain the convivial and cozy ambience every single day. ■



Rebecca at her workstation, 19 April 2019.  
IDD&E



Rebecca's working desk in the IDD&E Department with the signature world map marked by flags of the countries from which students have come to study IDD&E. IDD&E

The novel coronavirus outbreak impacted Rebecca's work, but she sees both the good and the bad: “I miss the people and I miss those kinds of interactions that happen while in office. I've received many check-ins from students since the lockdown, like “how are you doing?” type of

# Updates and News from Current Students

Doctoral candidate **Di Sun** (China) received the 2020 Research and Creative Grant Award from the SOE Dean's Office (\$900). The working title of the grant proposal was "Analyzing the Evolution of Students' Action Patterns in MPOCs". The SOE purpose for this grant is to support research projects of graduate students. Also, she was awarded the 2020 Summer Dissertation Fellowship by the SU Graduate School (\$4,000). The purpose of the fellowship is to help candidates support themselves

without the need to work extra hours and focus completely on their dissertations. ■

Recent doctoral graduate **Christopher Hromalik** (United States, Ph.D. IDD&E '20) was awarded a change in rank from Associate Professor to Professor at Onondaga Community College, effective Fall 2020. He also received a SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities in May 2020. ■

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### Good Instructional Design in 3 Lessons

By **Lina Souid** | IDD&E doctoral candidate (United States)



LINA SOUID

I am studying how to train novices to respond to difficult and unexpected events. My dissertation investigates how engaging learners in dynamic case studies may support the development of flexible thought and expert-like judgement. After completing my M.S. in Instructional Technology ('14) from the IDD&E Department, I worked at the University of Denver in Denver,

Colorado, as an Assistant Director of an Executive Education program for four years.

In April 2019, I started a new role as a Senior Learning and Development Specialist at Jack Henry & Associates, a Fortune 500 company that develops software for banks. While higher education and corporate instructional design jobs are different, I found that the best practices and theories I learned during both master's and doctoral IDD&E programs apply across contexts.

Here are three things I learned from IDD&E faculty that have added the most value to my employers and differentiated me from other instructional designers. These are things that will make you a shining star wherever you go!

1. *Data are king.* Everyone agrees that data are important. Employers want data; however, very few people know how to collect and analyze data. IDD&E is a pretty unique instructional design program. Many people do not get the training we do! IDD&E taught me how to conduct needs analysis, evaluation, and research activities in a data-driven way. In my experience, employers need people who can conduct surveys, interviews, and focus groups; analyze data; and tell a story around the data to influence decision-makers.

2. *So what, who cares?* Speaking of decision-makers, I make sure to communicate what's in it for them. Will this help students? Employees? Customers? The bottom line? I support my claims with best practices, theories, and data.

3. *Higher-order thinking can be taught.* Instruction that is purposefully designed can engage learners deeply in the content. We can teach higher-order thinking skills—like critical thinking, flexible thought, and expert-like judgement. Actually, we should and must do this to prepare people to tackle messy real-world problems.

I remember Dr. Tiffany A. Koszalka told me: "Employers don't know they need us until we arrive." In my experience, this is very true. This is why I try to evangelize the good instructional design I learned from IDD&E faculty everywhere I go. ■

Get up and work dear,  
Blues will fade, when work is done,  
Rough roads demand faith. (HAIKU, BY ZEENAR SALIM)

# Student News

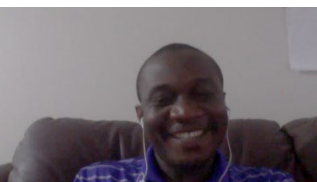
## Learning, Doing, Thinking, and Redoing: Student Testimonies form “IDE 990/830 Advanced Seminar in Design and Development”



LEI WANG

The course has made a significant change in my life. I was excited and anxious in the beginning, looking forward to this IDE course that has the numerical value of 990 in MySlice—the biggest that I have ever taken at SU. We started by reviewing the history of instructional design and writing up its summary. Then we were prompted to review the top journals in our discipline, summarize the trends that we found in the past 5 years using rigorous formatting provided by Dr. Tiffany A. Koszalka, and reported our thoughts in class. I did not believe it was such a huge project until it took me one full day to review only one journal—and I still didn't complete the revision by the day's end. I was worried if I could successfully continue it, but I persevered. The assignment helped me develop a good habit of reviewing journals with a critical eye on them and evaluating where I fit in our field. For the next assignment, Dr. Koszalka broke us into two groups to design two projects. I worked with Garmondyu on a project management work plan with the ADDIE process as a framework, and after putting considerable effort, the project was not accepted, and we had to redo it according to the professor's feedback. In an iterative cycle, we were shaping our research minds by thinking, reading, and redoing. This cycle became the theme for our course, guiding us throughout the entire learning experience. The strenuous work finally paid off, and the resulting project crowned my first-year doctoral career journey. ■

**Lei Wang (China), IDD&E doctoral student**



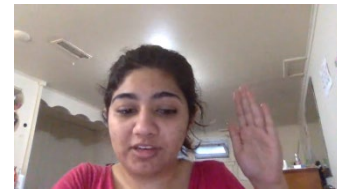
GARMONDYU WHORWAY

For someone taking their first independent course, walking into IDE 990/830 was full of uncertainty about the course pedagogy and workload. That said, one thing could be clearly predicted: The course was going to be engaging with professor Tiffany A. Koszalka who was leading the instruction. As it turned out, the course was engaging and I came out of it knowledgeable and informed. There were intellectual dialogues between the professor and my colleagues, we discussed research in the

instructional design field and our own research interests. As per the course design, I plunged into the scholarly literature and gained insights which led to discovering my identity within the research world of instructional design. What appeared to begin as uncertainty ended with illumination and a sense of direction towards what I can do to contribute to the field. ■

**D. Garmondyu Whorway (Liberia), IDD&E doctoral student**

The course began with a plethora of pre-work, where I read about the flagship events and important movements in the field of instructional design. I was intrigued to see how development of media tools contributed to the development

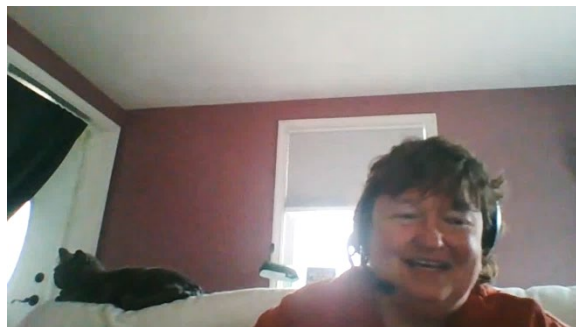


ZEENAR SALIM

of new ways of teaching and learning. The course allowed students to choose the sub-stream within instructional design and facilitated the in-depth understanding of research in the sub-stream. Through this course, I got the opportunity to dig into the history of faculty development and different models of training higher education faculty in teaching. I realized that it all started with sabbaticals, moved on to long and short courses, workshops, and one-to-one consultations. I also

realized how scholarship of teaching and learning became an emerging and attractive model for faculty across disciplines as it provides the faculty with an opportunity to engage in self-reflections, read research around teaching and learning, and contribute to research on teaching and learning. Overall, I would recommend the course to my peers who are interested in getting exposed to the literature in their field and want to know key journals in instructional design. If I were to do this course again, I would develop a personal learning contract with the advisor detailing my responsibilities (titles and key headings of the papers to be submitted, number of words, and key resources to read [identifying journals, databases, articles]), professor's responsibilities, and specify the key milestones that I would wish to achieve. Such a personal learning contract at the beginning of the course would have provided me a sense of direction throughout the course. ■

**Zeenar Salim (Pakistan), IDD&E doctoral student**



**Dr. Koszalka teaches IDE 830 doctoral course every other year. Her cat Smokey is seen lying on the sofa.**

# IDD&E Student Established Partnership with SU

By **Aidar Ismailov** | M.S. IDD&E '20 (Kyrgyz Republic)

I am a Fulbright grantee from Kyrgyz Republic, pursuing my master's degree in IDD&E at Syracuse University. Prior to my studies, I used to work at Bilimkana Foundation that runs a large network of K-12 schools in Kyrgyz Republic and Kazakhstan. When I started my education at SU, one of my goals was to establish a partnership between my organization and Syracuse University for a mutually beneficial cooperation in the future. For this purpose, I contacted several faculty members, and one of my professors, Dr. Gerald Edmonds, proposed an idea of cooperation with Project Advance (SUPA).

I contacted the founder and CEO of Bilimkana Foundation to propose this idea, and it was strongly supported. In March 2020, I managed to set up a virtual meeting with the top management of Bilimkana Foundation and the Director of SUPA Dr. Christina Parish, professor Gerald Edmonds, professor Rob Pusch, and other members. It was agreed that Bilimkana Foundation would register as a partnering institution of Syracuse University, and after that the teachers of Bilimkana Foundation would be able to apply and become SUPA adjunct teachers. According to the initial plan, teachers' candidacies would be reviewed by SUPA. Then the teachers would sign up for SUPA professional courses that are scheduled to take



AIDAR ISMAILOV

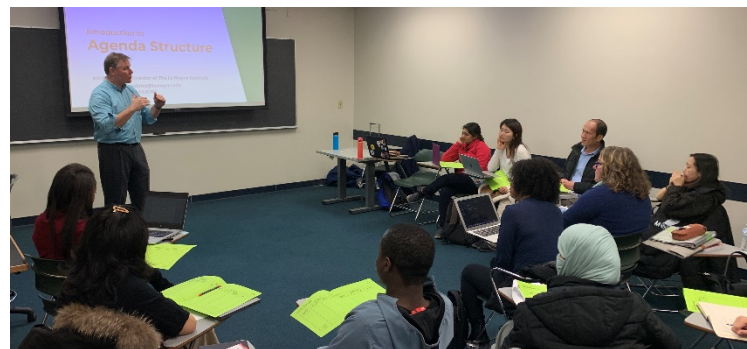
place in July 2020. Unfortunately, due to COVID-19 pandemic the whole process was postponed until next year.

In March 2020, I was lucky to be selected as a finalist of the Edmund S. Muskie Internship Program. This is a competition-based summer internship program funded by the U.S. Department of State. The internship provides emerging leaders of the Fulbright Program from Eastern Europe, the Caucasus, and Central Asia with the opportunity to gain real-world experience that will expand, deepen, and enrich their graduate studies in the United States.

Finally, I participated in a panel discussion at the conference organized by the Association of Faculties for the Advancement of Community College Teaching (AFACCT) in January 2020. AFACCT is a Maryland-based organization representing faculty at the state's 16 community colleges. This was the 30th conference held at the Community College of Baltimore County/Catonsville. Some 350 professionals attended the event. The topic of the conference was "Global Learning: Uncovering Success Stories and Planning a Course for the Future." I shared my experience as a Fulbright scholar at Syracuse University. If you are interested, you can find the details about the conference by [following this link](#). ■

## Parts, Functions, Connections: The Underlying Structure of Things

"EDU 655 Educational Tests and Measurements," the only course in the School of Education on psychometrics, is offered every other year and is taught by irreplaceable **Michael D. Hardt**. On top of the intricacies of item response theory, Peter Mosenthal's periodic table of learning, and comparability and interpretability of tests, Dr. Hardt taught his students to look at the underlying structure of things: What parts a phenomenon has, what functions those parts serve, and what connections they make to other elements. The magic formula has been helping him in his career to develop sound instruments to measure phenomena such as knowledge, humor, love. His students were trained to be adroit at using this formula for devising vigorous assessments in their professional contexts. ■



12 Students took EDU 655 in Spring 2020 with Michael D. Hardt

YURI PAVLOV, 04 FEBRUARY 2020

# Updates from Faculty

### PUBLICATIONS

- **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](https://doi.org/10.1007/978-981-13-8265-9_2)
- Hur, J. W., Shen, Y. W., & **Cho**, M.-H. (2020). Impact of intercultural online collaboration project for pre-service teachers. *Technology, Pedagogy and Education*, 29(1), 1–17. [doi:10.1080/1475939X.2020.1716841](https://doi.org/10.1080/1475939X.2020.1716841)
- Li, Y., Wang, Q., & **Lei**, J. (2019). Modeling Chinese teachers' attitudes toward using technology for teaching with a SEM approach. *Computers in the Schools*, 36(2), 122–141. [doi:10.1080/07380569.2019.1600979](https://doi.org/10.1080/07380569.2019.1600979)

### APPOINTMENTS

- Dr. **Tiffany A. Koszalka** was appointed to the Syracuse University Graduate School Council as the SOE representative for a period of 3 years from 2020 to 2022. The responsibilities in this position include advising Dean of the Graduate School on issues related to graduate education.
- Dr. **Tiffany A. Koszalka** was approved to be the Syracuse University/SOE IRB representative for a period of 3 years from 2020 to 2022. She will be part of the university-wide board committee to review all IRB proposals for all research conducted on SU campus.

### MEDIA COVERAGE

Dr. **Tiffany A. Koszalka** gave an interview to NewsChannel 9, a local Syracuse television station, for their story on distance learning in the times of social distancing. Dr. Koszalka suggested developing a good schedule and securing a space dedicated exclusively for studying:

- WSYR-TV. (2020, March 20). How to handle life at home during social distancing. *LocalSYR.com* [[Link](#), video length: 4 minutes]

Dr. **Tiffany A. Koszalka** received the 2020 Excellence in Graduate Education Faculty Recognition Award:

- SU News Staff. (2020, April 22). Twelve professors named recipients of Excellence in Graduate Education Faculty Recognition Award. *Syracuse University News*. [[Link](#), word count: 900]

Dr. **Jing Lei** contributed to the story by NewsChannel 9, a local Syracuse television station, about a donation of about 45,000 pieces of personal protective equipment (PPE) to local hospitals, post offices, nursing homes, etc., by the Syracuse Chinese Community (SCC) for which Dr. Lei volunteers. The SCC raised more than \$40,000 to help fight the coronavirus in the community:

- WSYR-TV. (2020, May 07). Syracuse Chinese Community donates thousands of PPE to local hospitals. *LocalSYR.com* [[Link](#), video length: 2 minutes]

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### A Recognition “Very Well-Deserved”

Dr. **Tiffany A. Koszalka** was awarded the *2020 Excellence in Graduate Education Faculty Recognition Award* on April 17, 2020. The award is granted through the SU Graduate School and “honors faculty members whose dedication to graduate students and commitment to excellence in graduate teaching and mentoring have made a significant contribution to graduate education at Syracuse University” ([SU Grad School](#)). The IDD&E Department Chair, doctoral students, and alumni took part in nominating Dr. Koszalka for this prestigious award. “Congratulations, Dr. Tiffany A. Koszalka; please enjoy this moment with our most profound appreciation for your continuous contribution to our academic journeys,” said

D. Garmondy Whorway in his email on the day the award was granted. “What an awesome achievement and a testament to your impact,” said IDD&E alumna Leigh M. Tolley. The nominators unanimously described this recognition as “very well-deserved.” The award encapsulates the best in Dr. Koszalka as instructor, researcher, and advisor in her almost 20-year career at SU. Upon receiving the award, Dr. Koszalka commented: “I am happy to receive this most humbling and prestigious award. In a time of physical separation from our graduate students and colleagues, this gives me joy to see that the effort I put forth on their account is acknowledged as valuable. I guess I have to keep up on it.” ■

# IDD&E Alumni Updates and Achievements



MIKE MORGAN

**Mike Morgan** (M.S. TV, Radio, and Film and IDD&E '85) has moved from serving as a Learning Strategy Manager with Xerox Corporation (Norwalk, CT) to a new role as a Senior Learning Consultant with Skillsoft (Dublin, IE). Mike works remotely from Indianapolis, IN. ■



JIM ELLSWORTH

Dr. **Jim Ellsworth** (Ph.D. IDD&E '98) has been called back by the U.S. Army, where he retired at the 1-star/Senior Executive level, to advise the current General Officer leadership of the Training & Doctrine Command (TRADOC) on creation of the "ubiquitous, career-spanning learning ecosystem" that he envisioned as an architect of the new Army Learning Model & Strategy in the last decade. His goal is to apply evidence-based online and blended learning tools and strategy, at the system level, to both break down the barriers between the Army's learning enterprise and operational force and to increase resilience in the face of future disruptions ranging from routine weather closures to wide-scale industrial accidents, environmental disasters, or hostile attack. ■



STEVE COVELLO

**Steve Covello** (M.S. IDD&E '11) is currently Rich Media Specialist/Instructional Designer and online faculty at Granite State College. He published an OER e-book *Teaching with Rich Media* focusing on the unique needs of instructional design for fully online education. It is based on foundation principles of instructional message design from the IDD&E program and Dr. Brenda Dervin's sense-making methodology. The book is available online at <https://granite.pressbooks.pub/rich-media/>. ■



JOHN D. STAWARZ

**John D. Stawarz** (M.S. IDD&E '18, C.A.S. DDI '18) is currently an Online Learning Librarian at Syracuse University Libraries. Using knowledge and skills developed during his M.S. and C.A.S. in the IDD&E Department, he is serving as an online adjunct instructor for the second time teaching the course "IST 613

Library Planning, Marketing, and Assessment" at Syracuse University's School of Information Studies. ■

**Ruzanna Topchyan** (Ph.D. IDD&E '13) published two papers:

- Udofot, M. & **Topchyan**, R. (2020). Factors relating to small business cyber-attack protection in the United States. *International Journal of Cyber-Security and Digital Forensics (IJCSDF)*, 9(1), 12–25.
- **Topchyan**, R., & Whoeler, C. (accepted for publication). Do teacher status, gender and years of teaching experience impact job satisfaction and work engagement? *Education and Urban Society*. ■



RUZANNA TOPCHYAN

**Jason Ravitz** (Ph.D. IDD&E '98) reported:

"Health, safety and healing to all. For those whose basic needs are met, content creation at home is about to explode, so here we go. I've started my own company for evaluation and education—*Evaluation by Design LLC* that can be found at [evalxdesign.com](http://evalxdesign.com). This is after I completed a Year 2 study for Google's Dynamic Learning Project at Digital Promise and designed their Year 3 study to incorporate measures I originally developed for use in West Virginia while at the Buck Institute for Education (BIE). What excites me is that teachers are using these measures now with coaches, and I think there is a real research opportunity.

For context, I self-published these measures after leaving the BIE and they have become a #1 Google search—survey of 21st century teaching. Especially popular in the Philippines, I'm thinking of going to a conference or writing a proposal, if anyone has contacts. Just this week I learned there is a Malaysian translation in the works. I'm working on student- and employer-facing versions for new projects, and recently created a parent survey to help with local school closings.

I miss being mentored by all the great IDD&E faculty and colleagues.

Feel free to reach out if any of these interests you." ■



JASON RAVITZ



# Alumni News



KALPANA SRINIVAS

**Kalpana Srinivas** (Ph.D. IDD&E '12) received the **Chancellor's Citation for Excellence** award in the category "Outstanding Contributions to the Student Experience and University Initiatives." This award is "made to members of the University faculty and staff, who, through their work, have enhanced the undergraduate experience for students, or made invaluable contributions to supporting and advancing the University's mission and goals." Kal was the driving force behind the launch of the university-wide **Orange Success** program to enhance advising and accountability and spearheads the university initiatives on student retention. Kal is currently holding the position of

Interim Executive Director for Student Success at Syracuse University.

In her social media profile on LinkedIn, Kal **commented**: "Winning the Chancellor's Citation Award for Outstanding Contributions to the Student Experience and University Initiatives was a sobering moment for me. I am humbled and very thankful to the selection committee and the Chancellor for acknowledging what I love doing as part of my job at a University that has taken a chance on me in many ways and continues to give me many opportunities to pay it forward. I could not have done it without my colleagues and graduate students who work in our division." ■



The world map in the IDD&E Department with flags marking the countries from which students have come so far to study IDD&E. IDD&E DEPARTMENT

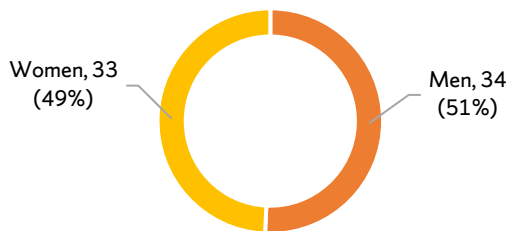
## IDD&E Takes Pride in its Diverse Student Body

By **Yuri Pavlov** | IDD&E doctoral student (Belarus)

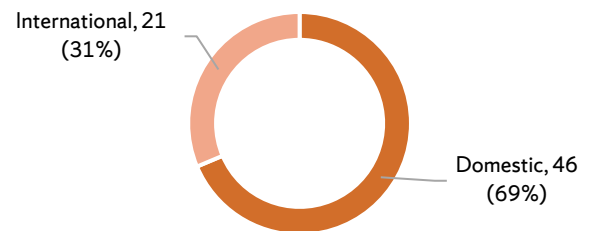
Since the IDD&E Department was formed in 1948, hundreds of students from at least 62 countries have received their education here and contributed their unique perspectives to classroom discussions and projects. In the academic year 2019–2020, a total of 67 students are enrolled to study instructional design at the master’s, doctoral, and certificate of advanced study levels. Of these students, 33 are women and 34 are men, 21 students are international and 46 are domestic. The international students represent 12 unique countries. The student body is diverse in such dimensions as religion, ethnicity, race, sexuality, political affiliation, nationality, age, disability, and culture. Our students bring invaluable experiences, talents, strengths, skills, and views into the

classroom and help make everyone’s experience better in their selected programs. Not only are we proud to be a diverse student body, we are also proud of our small but diverse IDD&E faculty that are represented by professors from South Korea, China, Canada, and the United States. Networking among the students and professors affords the students with an unmatched potential to make an impact in students’ respective countries or local communities. The opportunities to collaborate with students from different backgrounds improves intended results for everyone involved in the collaboration by reducing groupthink, sparking innovation and effective problem-solving, and promoting empathy toward other people’s ways of looking at the world. ■

IDD&E Student Body by Gender [May 2020]



IDD&E Student Body by Document Status [May 2020]



### In how many languages can we say the name of our department? INSTRUCTIONAL DESIGN, DEVELOPMENT AND EVALUATION

<b>SPANISH</b> Diseño Instruccional, Desarrollo y Evaluación	<b>RUSSIAN</b> Педагогический дизайн, разработка и оценка эффективности
<b>PORTUGUESE</b> Desenho Instrucional, Desenvolvimento e Avaliação	<b>BELARUSIAN</b> Педагагічны дызайн, распрацоўка і ацэнка эфектыўнасці
<b>ITALIAN</b> Progettazione della Formazione, Sviluppo e Valutazione	<b>UKRAINIAN</b> Педагогічний дизайн, розробка і оцінка ефективності
<b>FRENCH</b> Design de la Formation, Développement et Évaluation	<b>KYRGYZ</b> Педагогикалык дизайн, иштеп чыгуу, жана баа берүү
<b>ROMANIAN</b> Design Instruccional, de Dezvoltare si Evaluare	<b>TAJIK</b> Тарҳ, рушд, ва баҳодиҳии педагогӣ
<b>GERMAN</b> Instruktionsdesign, Entwicklung und Evaluation	<b>CHINESE</b> 教学设计 · 开发和评估
<b>LATIN</b> Ars Doctrinae Designandae, Profectus et Aestimatio	<b>TIGRINYA</b> ኣስተምህሮኣዊ ዲዛይን፡ ምዕባላን ገምገምን
<b>POLISH</b> Projektowanie edukacyjne, badanie i ewaluacja	<b>ARABIC</b> التصميم والتطوير والتقويم التعليمي
<b>TURKISH</b> Öğretim tasarımı, geliştirme ve değerlendirme	<b>PERSIAN</b> طراحی آموزشی، توسعه و ارزیابی
<b>ALBANIAN</b> Hartimi, zhvillimi, dhe vlerësimi mësimor	<b>PASHTO</b> د آموزش ډیزاین، پراختیا او ارزونه
<b>HINDI</b> निर्देशात्मक डिजाइन, विकास और मूल्यांकन	<b>URDU</b> انسٹرکشنل ڈیزائن ، ڈویلپمنٹ اینڈ ایوالیویشن
<b>NEPALI</b> निर्देशात्मक डिजाइन, विकास र मूल्यांकन	<b>KHMER</b> ការវាយតម្លៃ អភិវឌ្ឍន៍ និងការតាក់តែងផ្តល់សេវា និងបែបបទសម្រាប់បង្រៀន

# IDD&E Helps Fight Coronavirus in Honduras

By **Elvis Rivera** | M.S. Teaching & Curriculum '18; C.A.S. Instructional Design Foundations '18

Innovation is less about generating brand-new ideas and more about knocking down barriers to making those ideas reality.  
—John P. Kotter, *Accelerate* (2014)

A well-equipped educational space is desired for significant student learning. Especially it applies to science classrooms. In Honduras schools, there are no science classrooms but a space called Science Lab. The Lab is used by all science teachers for experiments in their science and technology-related classes. However, only few schools in Honduras have a space with proper modern equipment, and only highly expensive private schools can afford it. I work in a smaller and poorer public school in the western part of Honduras, with 270 students. And I was determined to get the equipment for my school.

with a fundraising party which helped me get \$35,000 for my ambitious endeavor and what initially seemed to be a wild dream: For my developing country, getting financial help of that magnitude exceeded anyone's expectations.

To enrich science instruction in my school with the obtained money, I acquired Arduino Kits for Electronic Prototyping; LEGO Robotics EV3 kits; PASCO Scientific's multiple sensors and interfaces for science inquiry in biology, chemistry, and physics; and a 3D printer. It is brand new and currently I am designing and developing a custom laboratory manual with guidelines in Spanish so that current and future science teachers at the school could use the equipment going forward.

In April 2020, I used the 3D printer to manufacture several face shields for public health medical personnel in my hometown and in the nearby communities. Since the situation with the COVID-19 is currently bad, several U.S. universities are offering support to their cities by providing personal protection equipment. But my initiative was the first of its kind in this area of my country, since there were no face shields in store here; therefore, those manufactured face shields were developed to help protect people from the novel coronavirus. I got publicity and positive appraisal [in a Facebook](#)

[post](#) of the U.S. Alumni Honduras as well as [in a re-post](#) of the U.S. Embassy in Honduras. So, Kotter is right: Generating ideas is great, but true innovation, however small, happens by overcoming obstacles that stand in the way of making these promising ideas a reality.

I am grateful to all my professors from the IDD&E Department whose efforts contributed profoundly to my being able to take leadership as a science teacher. I owe them a lot for my knowledge and skills in making a difference. ■



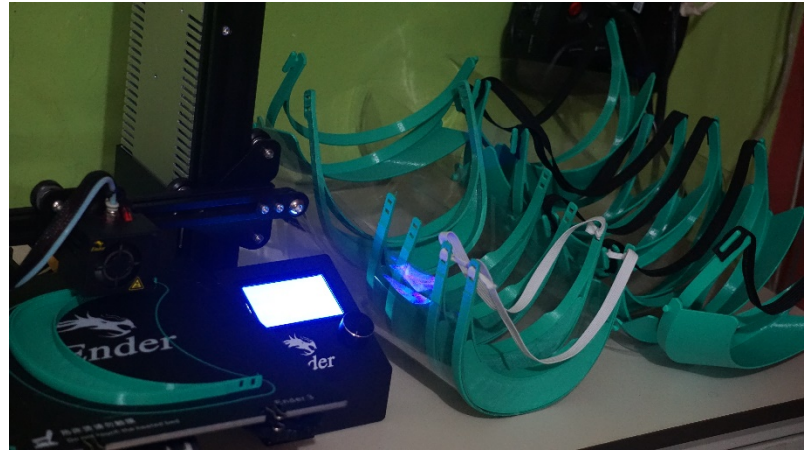
Elvis working with the 3D printer in Western Honduras. ELVIS RIVERA

The classes that I took from IDD&E when I was doing my master's in Teaching & Curriculum came in handy. Specifically, "IDE 764 Planned Change and Innovation" helped me kickstart my project of bringing modern and expensive equipment into my own classroom. The nascent idea became a reality using the diffusion of innovation principles. Classes in instructional design foundations (IDE 631) and program evaluation (IDE 641) helped me prepare a detailed grant proposal that resulted in getting financial resources from a foundation in Virginia; also, I networked

## IDD&E Friends



A batch of face shields created with the 3D printer. On average, it takes 2 hours to prepare one such shield. ELVIS RIVERA



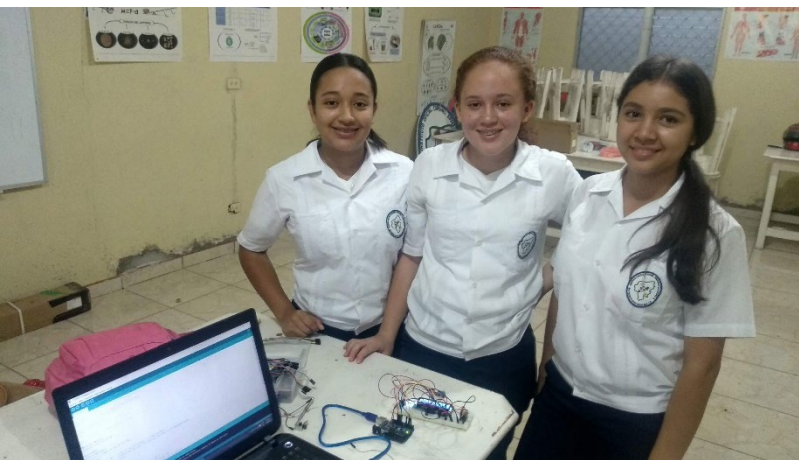
A collection of 12 face shields made with the 3D printer. ELVIS RIVERA



Delivery of masks to a local health center in Western Honduras. Left-to-right: Elvis, Mimi (nurse), Marvin (nurse). ELVIS RIVERA



Elvis is cutting PET (polyethylene terephthalate) soda bottles for the face shields transparent component. ELVIS RIVERA



Senior students Cinthia (left), Sarahi (center), and Kensy (right) and their recently programmed temperature and humidity sensor. The sensor was built using the Arduino Platform for class project. ELVIS RIVERA | STUDENT PARENTS' PERMISSION WAS OBTAINED TO USE THE PICTURE



Ángel René (left) and Luis Fernando (right) build a LEGO robot for the first time in their Scientific Projects Design class. ELVIS RIVERA

## Your Contributions

# 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. Many examples of these are 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.

Please visit the Syracuse University Giving webpage at <https://giving.syr.edu/ways-to-give/gifts-of-cash.html>, or call +1 (877) 2GROWSU (877-247-6978), or mail gift through the SU Giving website. Please also remember to write or say that you wish your gift to be used in the IDD&E Professional Development Fund or the IDD&E Department. You can also call us at +1 (315) 443-3703.

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

## Call for Information

Do you have any news, publications, presentations, awards, grants, media appearances, recognitions to share with us? We want to hear about them! We are looking for information for the next newsletter 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 **Yuri Pavlov** at [ypavlov@syr.edu](mailto:ypavlov@syr.edu) or **Rebecca R. Pettit** at [rrpettit@syr.edu](mailto:rrpettit@syr.edu).

Or you can submit your stories, projects, conference experiences, achievements, and other news by simply going to our Standard Form page located at <http://ridlr.syr.edu/news/your-idde-story/> and fill out the pre-defined fields.

A big thanks goes to everyone who helped make this newsletter possible. Your vibrant news stories and updates help us get this newsletter up and running. Please submit more of your updates along with your pictures, and we promise to share them with the IDD&E community. While there is no word limit to submitted news entries, we ask that you judiciously use "the best words in the best order" (Samuel T. Coleridge) and not exceed 500 words. Or, the words may not be the best and may not be in the best order. Contact our team if you want to be highlighted in the newsletter in the future through a short-interview format, and above all, take care of yourself and your families.

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## Connected through IDD&E

We are looking forward to seeing your stories and updates in the next issue of the IDD&E Spotlight newsletter!



**CHANGED EMAIL?** To be sure we in IDD&E have your most up-to-date information, please send us your current e-mail to [idd@syr.edu](mailto:idd@syr.edu). This ensures that you will receive important communication from the IDD&E Department timely. And don't forget to send us photos from your work, family, or alumni gatherings. They can make a great last page of the newsletter!

Shown above are IDD&E current and former students at the 2019 AECT Convention in Las Vegas, Nevada, on October 23, 2019. *Back row, from left:* Jiaming Cheng '19, Amber Walton, Jing Lei (*IDD&E Department Chair*), Heng "Patrick" Luo '16, D. Garmondyu Whorway, and Yuri Pavlov. *Front row, from left:* Ye Chen '18, Lili Zhang, and Ariana Wang (*Jing Lei's daughter*).