# IDD&E Spotlight

Volume 12 • Issue 1 • Fall 2020

## Inside This Issue

# Syracuse University

Instructional Design, Development and Evaluation
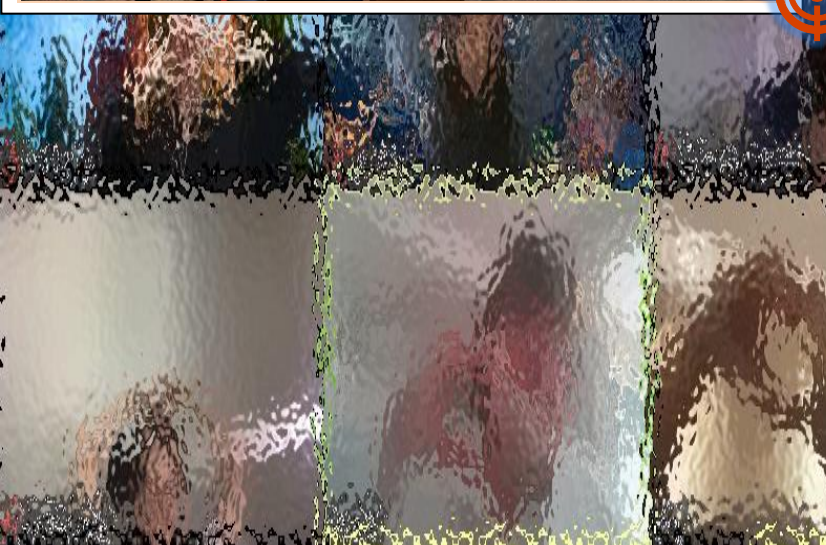
# A Message From The Department Chair

Dear Friends,

Greetings from Syracuse!

*Jing Lei*
*Chair of IDD&E; Professor*

I hope you and your loved ones have been staying safe and healthy. 2020 has been a difficult year that has presented constant changes and challenges. In addition to the unprecedented challenges in our lives, the pandemic also brought unique challenges to our work and study. A number of our international students, for example, were not able to arrive on campus as planned, and thus had to either postpone their start date or to participate online remotely with significant time difference. While many of us struggle between work duties and family responsibilities during the pandemic, we also have students who have not been able to travel back home to see their loves ones due to travel restrictions for too long a period. Our faculty members, creatively using instructional strategies and technologies, worked very hard in their courses to provide engaging learning experiences for students in the classroom as well as those online from thousands of miles away.

Despite the various challenges, it has been another productive year for us at SU and for our alumni and friends from all around the world. Our faculty published in top-tier journals, presented and gave invited keynote speeches at conferences (online), and won grants to support their projects; our students very actively engaged in various projects around campus and online, making great progress in their studies, and preparing themselves for professional or academic careers; our alumni are making much-valued contributions to the local and the global communities. This newsletter provides a glimpse of the many activities we have been engaged in.

Our fall semester started with a very exciting new student orientation. Different from previous years, this orientation was conducted online. Although not being able to meet our new members in person, we were happy that our new students from around the country (from California to Virginia, Texas to New York) and from around the world (from Russia to Ethiopia) were able to join us online. During the semester, we have been staying connected through various digital channels, helping and supporting each other during this very trying time. One new initiative was the IDD&E Virtual Community for faculty and students, a Blackboard organization where we can share information and help each other. Thanks to our student leaders and guest speakers, we also held a number of virtual brownbag sessions where our alumni or experts in the field shared with our students their perspectives and advice on particular topics.

With the strong support of our amazing adjunct and emeritus faculty, we continue being very productive in graduating doctoral students. In December, three doctoral students successfully defended their doctoral dissertation: Dr. Monica Burris, Dr. Lina Souid, and Dr. Lili Zhang. Another student, Dr. Di Sun, defended in August. Congratulations to them and we wish them successful and fulfilling careers!

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! Now, at the end of year 2020, with the new year approaching, I wish you a safe, restful, and happy holiday season and a prosperous New Year!

Sincerely,

Jing Lei, Ph.D.
Chair
Professor of the IDD&E Department

# IDD&E Orientation Goes Fully Online

By **Tiffany Koszalka | Professor IDD&E (USA)**

In the fall of 2019, the first online Master of Science cohort of 10 Army fellows started their courses. They were provided their own orientation in July 2019, and did not get to experience Syracuse University, nor did they have an opportunity to be introduced to their peers in campus-based and other online programs. Moving forward, IDD&E faculty decided to create a Blended Orientation to bring campus-based and online students together for orientation – to help them all become orange!

In the same spirit, a group of IDD&E students came together to design and develop a hybrid orientation that would bring all IDD&E students together with faculty and administrators to instill the Syracuse University and IDD&E family culture, provide necessary information to help all students be successful, and to foster our community's growth; all using design principles, of course. The orientation was created in a Blackboard Organization so that it would be available to all IDD&E faculty, staff, and students throughout their tenure in IDD&E. It had three parts. See **Figure 1**.


*Figure 1. Orientation Menu*

As the Pandemic grew and limited in-person experiences, the design was slightly adjusted to provide a fully online orientation that was able to include face-to-face and online participants engaging live, synchronously in-person and at a distance (hyflex), or in asynchronous sessions. In the end, the 2020 Orientation was fully online with over 40 participants from across our campus-based and online programs participating live for 3 hours. Several students did choose to participate in asynchronous mode as they were unable to join live.

The NEW STUDENT PRE-WORK component was designed as an asynchronous experience. It provided a brief welcome to IDD&E and solicited basic background information to be used in an icebreaker activity and a short video bio to give new students an opportunity to introduce themselves to the IDD&E community. See **Figure 2**.
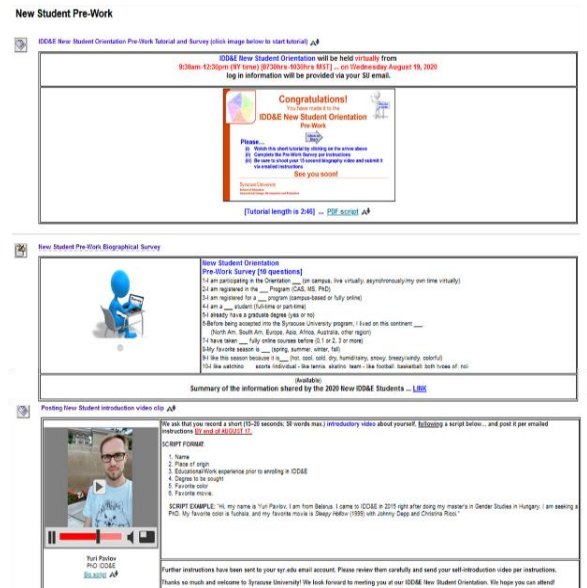

*Figure 2. Pre-work Layout in IDD&E Orientation*

The second, live component, of the 2020 IDD&E ORIENTATION, was designed as a synchronous session bringing everyone together for the Orientation, see **Figure 3**.
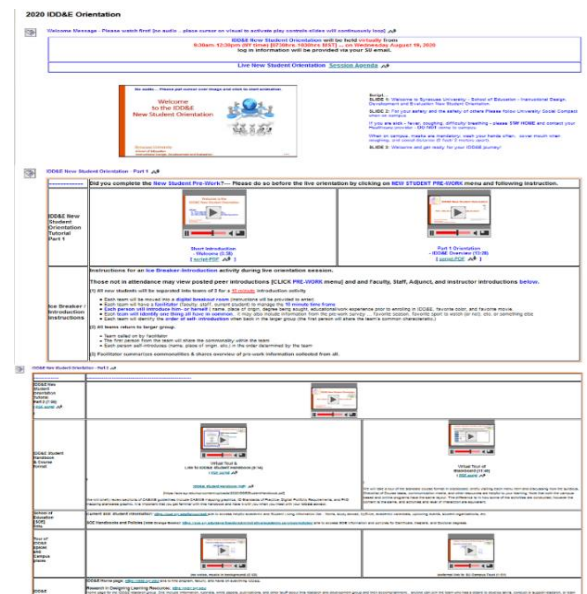

*Figure 3. Live Orientation Layout*

This part was designed for those who could not attend live or wanted to review information again, would also be able to get the same information, through short / focused tutorials, video clips, links, and resources that were used during the live sessions.

These sessions consisted of a welcome, icebreaker - introductions, overview of IDD&E programs, special guests' speakers from Academic Integrity, Library Services, SOE Academic and Student Services, and others. There was also a virtual tour of campus and the IDD&E facilities as well as a review of the IDD&E Student handbook and the SOE Orange books, overview of common blackboard course format (used in both online and face-to-face courses), and an introduction to faculty and staff.

The final component of the orientation, blended with both synchronous and asynchronous activities, was to walk students through the process of completing their Program of Study form, provide resources to help with course registration, provide opportunity to request appointments with their advisor, and to gather feedback on the Orientation. See **Figure 4**.



*Figure 4. Final section - Forms, What's Next, Evaluation*

During the live session there were several summary sessions conducted using polling software to encourage participants to engage with each other during the orientation, make sure they knew where to find key resources.

We wish to thank the many people who helped to design, develop, and facilitate the 2020 New Student Orientation! The main team consisted of Yuri Pavlov, Lei Wang, D. Garmondyu Whorway (PhD candidates) and Aidar Ismailov (MS student). We also thank our guests who provided short video clips or participated live – Margaret Usdansky (academic integrity), Giovanna Colosi (Librarian), Amy Redmond (Asst Dean SOE Academic & Student Services), Sheila DeRose (IDD&E Advisor A&S Services), and Phillandra Smith (Graduate Student Council) and of course our IDD&E faculty and adjuncts! Also, a big thanks to Rebecca Pettit, our IDD&E Office Coordinator who advised and did all the behind the scenes work that keeps us a vibrant and functioning Department! And of course, all the students who shared and actively participated in the 2020 IDD&E New Student Orientation... please be looking for an opportunity to provide feedback based on your first semester! Everyone's efforts paid off in our first fully online Orientation ... initial feedback was very positive!

# Brown Bag

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

In Fall 2020, students joined IDD&E Brown Bag sessions online exclusively. Brown Bags typically revolve around career development topics and are open to all graduate students in the School of Education at Syracuse University. This semester we started off with career development specialist Tracy T. Bauer who gave a general overview of the job search process and emphasized that job search starts from day one of the grad school and involves both researching the market and networking with professionals who are already in the field.

Former IDD&E alumnus Jason Ravitz shared his career trajectory after he received his doctoral degree in our department. He emphasized that focus on his goals accumulating expertise, and strong communication skills were part of his career success.

Professor Michael D. Hardt spoke psychometrics in its relation to instructional design. He underscored that good questions are at the core of instruction and that good questions also push the frontier of innovation. While psychometrics, according to Prof. Hardt has been somewhat overlooked, it is becoming a more prominent and useful expertise area in instructional design and beyond.

Between 2018–2020, several Brown Bag sessions were recorded. They can be viewed by all current IDD&E students in Kaltura. Below is the list of the available recordings:

1.  Michael D. Hardt: [Assessment and instructional design: Perspective from a psychometrician](#) (October 14, 2020)

2.  Jason Ravitz: [My Ed Tech journey from IDD&E](#) (September 23, 2020)

3.  Tracy T. Bauer: [Thinking early about your career with SU resources](#) (September 09, 2020)

4.  Theresa Gilliard-Cook: [Many faces of an instructional designer](#) (October 10, 2019)

5.  Dan Olson-Bang: [Career development opportunities for SU students](#) (September 26, 2019)

6.  John D. Stawarz: SU libraries: [SU libraries: Creating new ways to engage with students](#) (February 15, 2019)

7.  Nick L. Smith: [Professional networking](#) (October 18, 2018)

8.  Jacob A. Hall: [Applying for jobs in academia](#) (September 26, 2018).



*From top left to right: Tracy T. Bauer, Yuri Pavlov, Ibrahim Kizil, Yanping Lin, D. Garmondyu Whorway, Walter Allen, David Patent*

## Alumni Spotlight

*Aaron Fried, MSc. '03*

Aaron Fried (M.S. IDD&E, 2005) is currently an Associate Professor of Anatomy and Physiology and recently received a dual appointment as Coordinator of Academic Program Development at Mohawk Valley Community College. He was recently named a 2020 SUNY Chancellor's Award winner for Excellence in Faculty Service. In 2016 as MVCC became a Guided Pathways institution with the goal of creating a student-centered campus, improving student success, equity, and upward economic mobility, Aaron developed heuristic program mapping processes and training that were used to have members of the entire campus map all 97 academic programs and certificates in one day.

To improve students' experiences and help improve MVCC enrollment, Aaron used game theory to design a student enrollment simulation to demonstrate the gaps in student experience that could be improved. Since then, he has helped to develop Program and College-Wide equity scorecards and is currently working to develop a model for continuous program improvement at MVCC.

Along this journey, he has also been recognized with MVCC awards including the Heart of the Hawk and the MVCC Altitude Award recognition for outstanding innovation and/or entrepreneurial achievement within the scope of college operations. In his spare time, Aaron research ethics of human body donation for anatomical study and the Nazi Anatomists. You can find some of his work and projects at https://mvccanatomy.org/

*John D. Stawarz, M.S. IDD&E '18, C.A.S. DDI '18*

Facing unprecedented challenges this year due to COVID, libraries have needed to find new ways to support and engage with their user communities. To help library colleagues worldwide through skills gained in the IDD&E program, SU librarian John Stawarz developed and proposed a four-week course, "Creating Digital Learning Objects for Libraries," for Library Juice Academy.

John serves as the online learning librarian at Syracuse University Libraries and a part-time online instructor at SU's School of Information Studies. He received an MS in IDD&E (2018), a Certificate of Advanced Study in Designing Digital Instruction (2018), and an MS in Library and Information Science (2016), all from Syracuse University.

Students in the proposed course will examine digital learning objects (DLOs), learn instructional design basics, investigate technologies used to create DLOs, and explore assessment, marketing, and accessibility as related to DLOs. Students will also design a DLO that could be deployed at their library. The course officially launches in July. Until then, John will lead a pilot session in February with current Library Juice Academy instructors as the course's students.

# Current Student Spotlight

*By Ekaterina Tretiakova | IDD&E MS student (Russia)*

In December 2019, I became a finalist in the Fulbright Program and needed to travel by July 2020 to the U.S to study for a Master of Science degree in Instructional Design, Development & Evaluation. I was blissfully happy and all I had to do was wait for May, get my visa, and embark on the journey.
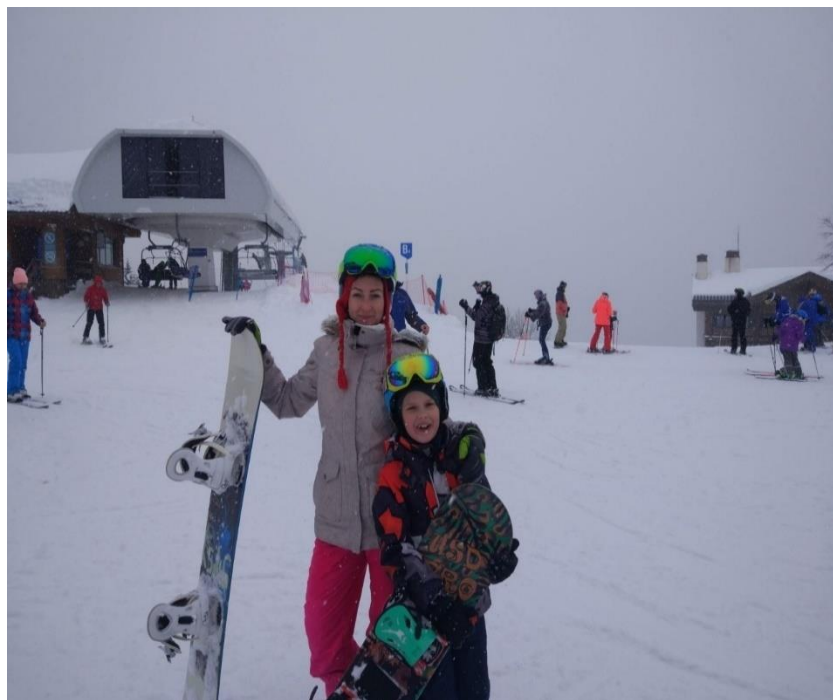


*Ekaterina Tretiakova with her daughter*

Back then, I had been engaged with different deals and projects, and April came knocking. Soon, like most parts of the world, life in my city reminded me of scenes from apocalypse movies. It was COVID's dreadful arrival, everything around stopped functioning, the U.S. Embassy was not an exception.

In April and beyond May, I was still hopeful to travel just in time to start the Fall semester in September. It turns out, the U.S. Embassy even now was not conducting visa interviews. So, in the period of wait, I had to finish my autumn semester online from Russia.

Honestly, I was dreading the first online classes. I had to dope myself with coffee and sweets to keep up with the 7 hours' time difference between Russia and the U.S. that later became 8 hours by November 1. Classes in the U.S started at 4 p.m. which was 11 p.m. in Central Russia. The coffee and sweets help me stay in the conversations and not yawn too much. I am guessing sometimes Professors thought I was bored because I did not speak much.

My grim expectations were ruined by total engagement in group work, class discussions, and topics near and dear to my heart. Not only did I admire the professional delivery of the content by professors, but I also enjoyed the cultural diversity in my classes. In our discussions, the issues related to information technologies, performance gaps, instructional design theories were looked through the prism of participants' culture and identity, which I consider to be a rather enriching experience for myself.

I should say that after a couple of weeks I had to eliminate coffee from my diet as I actually could not fall asleep even after classes... my brain was processing the information and emotions gained.

In conclusion, I would like to say that it took technology, highly qualified educators, welcoming supportive super helpful university staff, and multinational classmates to make the most of my autumn semester online!

# Student, Faculty, & Alumni News

Amidst the unprecedented semester for IDD&E and Syracuse University, our students have been working hard and even harder while staying safe! Check-out the students' achievements so far:

## Celebrations!!

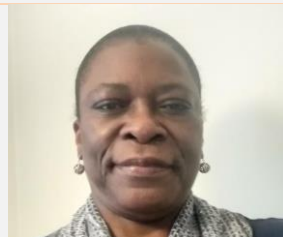| Dissertations Defended and PASSED!! | |
|---|---|
| **Chris Hromalik '20 (Spring)**<br><br>***Dissertation Topic:*** A model of community college students' self-regulated language learning | ***Committee:*** Tiffany A. Koszalka (Chair), Amanda Brown, Qiu Wang<br><br>***Distinctions:*** Nominated by the Instructional Design, Development and Evaluation Department for the Syracuse University Graduate School Doctoral Prize<br><br>***Career Goals:***<br>While it is challenging to conduct research while serving as a full-time faculty member teaching five courses per semester, Dr. Hromalik plans to continue pursuing two research strands. His goal is to publish at least one article per year in continuation of his work on self-regulated learning with community college students. Also, he hopes to continue analyzing data related to Universal Design for Learning (UDL) training for community college faculty. |
| **Lina Souid '20 (Fall)**<br><br>***Dissertation Topic:*** Developing cognitive flexibility and project management judgment: Using online progressive cases to introduce realistic and unexpected challenges | ***Committee****: Tiffany A. Koszalka (Chair), Kira Reed, Deniz Eseryel<br><br>**Career Goals:**<br>Dr. Souid currently works as a Learning and Development supervisor at Jack Henry, a Fortune 500 software company. Lina looks forward to continuing her contribution to the technology community through scholarly approaches that improve learning and productivity. |
| **Lili Zhang '20 (Fall)**<br><br>***Dissertation Topic:*** The use of a digital question board to facilitate student questioning and engagement in large lecture classes: A mixed-methods study | ***Committee:*** Dr. Jing Lei (Chair), Dr. Tiffany Koszalka, and Dr. Moon-Heum Cho<br><br>***Distinctions:*** Nominated for the Outstanding Dissertation Award<br><br>***Career Goals:*** Dr. Zhang plans to go back to her hometown Chengdu, China, to start a faculty position in a university. Though she is still negotiating the offer, she is likely certain it will be in the instructional technology department in the school of computer science. |

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| **Di Sun 20' (Summer)**<br><br>***Dissertation Topic:*** A learner interaction study of different achievement groups in MPOCS with learning analytics techniques | ***Committee:*** James Bellini (Chair), Nick Smith, Li Chen, Rob Pusch<br><br>**Career Goals:**<br>Dr. Sun future goals is to continue research in learning analytics and educational big data, which include: refine and evaluate different learning analytics techniques; generate guidance to divide and contextualize the Unit of interaction behaviors; develop new instructional and learning theories at the micro-level; combine learning analytics with learning science to establish personalized learner models, conduct adaptive learning design, and achieve artificial intelligence education in the future. |
| <br><br>***Monica Burris 20' (Fall)***<br><br>***Dissertation Topic:***<br>Interactive whiteboard-supported social studies instruction: Case studies exploring current practices of middle school history teachers | |

# IDD&E Student Productivity from August to December

**Publications**

Yang, T., Luo, H., & **Sun, D.** (2020). Online learning: Investigating the combined effects of group size and group composition in online discussion, *Active Learning in Higher Education*, 1–14. https://doi.org/10.1177/1469787420938524

Nie, Y., & Luo., H, **Sun, D.** (2020). Design and validation of a diagnostic MOOC evaluation method combining AHP and text mining algorithms. *Interactive Learning Environments*, 1–14. https://doi.org/10.1080/10494820.2020.1802298

Koszalka, T. A., **Pavlov, Y**., & Wu, Y. (2021). The informed use of pre-work activities in collaborative asynchronous online discussions: The exploration of idea exchange, content focus, and deep learning. *Computers & Education*, *161*, 104067. https://doi.org/10.1016/j.compedu.2020.104067

**Conferences**

Pavlov, Y. (2020, October 10). Using instructional design principles in everyday practice [Conference session]. EdCamp Belarus 2020 (Un)Conference, Minsk, Belarus.

Cho, M, **Niu** J, **Yang**. T, (2020, November 5) Investigating students learning experiences in marketing MOOCs: A content analysis [Conference session]. Association for Educational Communications and Technology, Virtual conference.

**Salim, Z**., Wang, L., Koszakla, T. A. (2020, November 6). A Rubric to Assess Learning Resources using

Principles of design and learning: An Addition to Instructional Designer's Toolbox [Conference presentation]. AECT Convention. Retrieved from:https://members.aect.org/events/review/PropResultsAA2x.asp?propid=5691&AllAcademdicCode=1652348

**Salim, Z**., & Rarieya, J. (2020). Fostering transnational virtual mentoring relationships: Possibilities and pitfalls. *ETH Learning and Teaching Journal*, *2*(2), 354-357. Retrieved from: https://learningteaching.ethz.ch/index.php/lt-eth/article/download/163/89

**Invited Talk**
**Salim, Z**. (2020, September 3). *Diversity- Equity and Inclusion (DEI) Informed Teaching*. Virtual Talk, Institute of Ismaili Studies, UK.

**Salim, Z**. (2020, December 17). *A Pathway to DEI Informed Educational Development*. Virtual Talk, Educational Development Caucus, Canada.

**Professional and academic awards**
Awarded Professional Organizational Development Network's Graduate Student, Professional Student, and Postdoctoral Scholar Development (GPPD) Career Development Award in November 2020.

*Media Coverage*
**D. Garmondyu Whorway | IDD&E doctoral student (Liberia)**
Garmondyu was featured in the Education Exchange, a newsletter published by the School of Education. He narrates his experiences working as mentors to several international students and his experiences as a graduate assistant working with the Inclusive program on campus and the Dean's office. Click HERE for the full story.

# Instructional Design Internationally

STORY

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

On October 10, 2020, I took part in the EdCamp Belarus (Un)Conference that was held in Minsk, Belarus, via Zoom. The (un)conference welcomes educators annually to share the best practices about teaching and learning and covers an amalgam of teaching and learning topics. I was discussing instructional design—the first such session since the event started in 2016. As the word suggests, "unconference" implies less formality and ceremoniousness and more networking and collegiality among the participants.

There is a quantum property about instructional design in Europe: It both exists and does not exist. The phrase "instructional design" is lacking, but the practice is flourishing. The phrase "instructional design" does not translate well into European languages, and when translated, the phrase sounds highbrow and artificial to European ears. Some practices parallel those in the U.S., but the names differ. In Belarus, for instance, educators are growingly using the Polish know-how called "active assessment" in their teaching practice. That is, teachers systematically collect information about the efficiency of their teaching to improve student learning. The U.S. educators have been calling these efforts "formative assessment" since the late 1950s. Various nomenclature notwithstanding, the things that educators wrestle in Europe are the same as anywhere where learning is involved.

My goal was to present instructional design as practice that teachers already do every time when they methodically plan their classes and align learning objectives, assessment, and instruction—the credo of instructional design. I gave several descriptive definitions of instructional design, walked through the ADDIE process, and focused on five instructional design concepts that can inform day-to-day teaching and improve learning resources: clarity, cognitive load, deliberate practice, feedback, and sustainability. The presentation was sprinkled with examples to illustrate the concepts. If you speak Russian, you are welcome to see the extended video of this talk (recorded separately).

*Yuri Pavlov discusses instructional design during the EdCamp Belarus 2020 (Un)Conference*

**STORY**

**By Alexander Romiszowski ("Romi") | IDD&E Adjunct Associate Professor**

For those readers who do not know me personally, or through publications, I was a professor in the IDD&E department up to "retirement" about the end of the 20th century. But the 21st century has by no means been a "place of rest" so far. Here are some IDD&E-type projects undertaken recently.

The last 8 or 9 months, I have been acting as consultant to the Digital Impact Alliance (DIAL) – an organization set up and jointly supported by several United Nations agencies, together with USAID and many other National and International Non-Government Organizations (NGOs & INGOs). This "alliance" promotes the use of a set of nine "Digital Development Principles" in humanitarian, educational, health, agricultural and other types of Global Development Projects – worldwide, but with special focus on the "Global South". See more at: digitalalliance.org; digital principles.org.

My role is to design, develop and deliver a first set of workshops and then organize a group of international trainers who will expand the service worldwide. This work was not supposed to have been all remote. Design and development was to have been part remote / part in Washington, DC, but workshop delivery was to be in-person, travelling all over the Global South. Due to COVID, the whole project has now gone online. I am working from my home base in Rio and I believe that my main contact-person at DIAL – a graduate of the Maxwell School at SU – is working from a cabin in the Adirondacks. Time will tell when (or if) the project will revert to its original plan.

Prior to this year's travel lockdown, I was working non-stop on various projects in various countries. The second semester of 2019 was spent as visiting professor at the South Kazakhstan Pedagogical University in Shymkent, a town on the ancient Silk Road – the route followed for some thousands of years by traders between China, Arabia, and Europe. Apart from cultural and historical experiences, one of special interest to IDD&E folks may be how I worked with groups of students who hardly spoke any English. This is a mobile phone society "par-excellence". I am presenting and the class is busy tapping away on the keys on their phones. Then I ask a question – a student

responds in quite understandable English, still working full speed on his phone's keyboard. That is when I discover that he does not really speak English at all well but is using an "app" to translate from Kazakh (or Russian) to English and vice-versa in real-time – and without slowing down the flow of our conversation.

Other recent international projects dealing with IDDE or Digital Transformation content included: (2018) needs assessment and technical teacher training for South African colleges of technology; (2015-18) evaluation of vocational education in Mozambique and the design of eLearning courses; (2014-15) designed and implemented eLearning for technical teacher training across Mozambique; (2014) evaluation of a project to plan digital-learning policies for Rwanda's Ministry of Education.

The mission to Rwanda was undertaken at the request of DIFD (the UK's equivalent of USAID) who were not entirely satisfied with the way an ongoing DIFD-funded project was being implemented. The mission therefore involved, on the one hand, work with the consultants of the NGO contracted to execute the project (to redirect their efforts and develop new skills to help them do their work) and, on the other hand, working with top-level staff at the Ministry of Education to re-orient the project as a whole and re-integrate the consultants and the Ministry staff into one collaborative team sharing common goals and work-methodologies. This project, in 2014, was my first experience of Rwanda, a country which impressed me immensely. Not only has it overcome the consequences and the causes of the genocide which almost destroyed it a generation before, but in the process, it has become an example of development, not only to Africa but to the world.

My first surprise was at immigration in Kigali airport. I had flown from Mozambique with a change of flight in Kenya. As is common in such cases, my bags had been wrapped for security in plastic at the airport of departure. The Customs Officer in Kigali airport hands me a big pair of scissors and says: "Please remove the plastic". I do this and ask him which bags I am to open. His reply: "No need to open the bags - you can go - I just want you to leave the plastic so we can protect the environment".

After this experience, I was not surprised to learn that: it takes less time to open and legalize a new company in Rwanda that in the USA or UK; new urban developments are as well planned and implemented as the best I have seen in the UK or USA; to make the country more competitive in world markets, Rwanda recently changed its official language from French to English, effectively, efficiently and in just a few years. Everyone I met in Kigali spoke good English - also French and Kinyarwanda, the traditional national language - and often the regional language, Swahili, as well. Click **HERE** for more on other international projects prior to my Rwanda experience.

Currently, apart from working with DIAL on their Digital Development project, I am waiting on the outcomes of three responses to Requests for Proposals to participate in international projects that are scheduled to start in early 2021. One of these is again in Mozambique – a country I can almost regard as my second home, having spent more time there than anywhere else in the last decade. Another is Angola, a country in which I have never worked and would really like to visit - but as is often the case in the consulting field, a couple of proposals in past years were unsuccessful despite my supposed advantage as a near-native speaker of Portuguese. The third is once more Rwanda. I will be happy to undertake any one of these projects – whichever comes up first as a "go-go". But, given the current coronavirus crisis, and the resulting travel restrictions, it is possible that all three projects will be "no-go" – at least as regards their currently-proposed start-up dates. Time will tell.

# Student, Faculty, & Alumni News

## Faculty News

Even with COVID, IDD&E faculty are even more terrific as always. Check-out faculty latest works below:

**Assistant Professor Moon-Heum Cho**
Assistant Professor, IDD&E. Dr. Cho's research focuses on student engagement in challenging learning environments (e.g., online learning, project-based learning, and interdisciplinary collaborative learning) through instructional design, development, technology, and evaluation. This fall he co-authored a research paper, now published in Distance Education. As the Principal Investigator, he and his team were recipients of a $21,000 Collaborative for Unprecedented Success and Excellence (CUSE) grant for the project entitled "Immersive Learning: Gamified Self-Regulation in Math with Learning Analytics." Click **HERE** for citation and Abstract of the published work, and a brief description of the project goal and scope.

**Professor Tiffany A Koszalka**

Professor / ibstpi Fellow. Professor Koszalka research focuses on the integration of learning, instruction, and technologies in instructional and learning environments. This fall, she co-authored two published articles, mentored 3 early career participants or the AECT Early Career Symposium, co-presented at three conferences, Chaired, supported graduation of three Doctorates between spring and fall, represents the School of Education on the IRB board and on the Graduate School Dean's council, and an Outside evaluator for the NSF REU grant. Click **HERE** for a full list of Professor Koszalka achievements this fall.

**Professor Jing Lei**
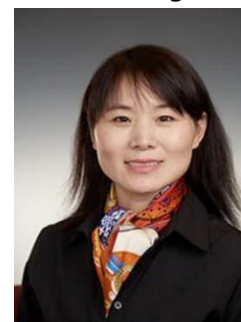
Chair of IDD&E. Professor Lei research focuses on information and communication technology with interest in its integration, social-cultural and psychological impact on learners. This fall, she co-authored 7 published articles and lead 1 published article. She also served as keynote speaker at 3 international conferences (virtually). Her Keynote speeches were all livestreamed bringing together thousands of participants. The screen capture below is from the "Blended Learning: From Theory to the Latest Practices, 18th Shanghai International Curriculum Forum" where about 17,000 people watched her live during her speech. Click **HERE** for a full list of Professor Lei achievements this fall.
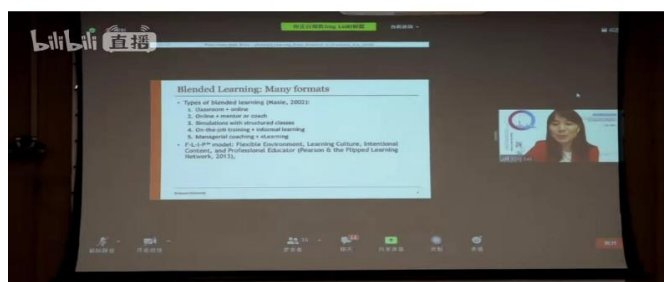


*Professor Lei Presenting at the 18th Shanghai International Curriculum Forum*

## Alumni News

Away and around campus, our Alumni have not ceased to astound us with their efforts to brighten IDD&E colors. Here are a few of the many achievements from our Alumni community:

### Thomas C. Reeves, Ph.D. 75' 79'

Professor Emeritus of Learning, Design, and Technology at the College of Education, University of Georgia. This fall he gave a keynote alongside a colleague at the Innovate Learning Summit, 2020 hosted by the Association for the Advancement of Computing in Education. The Keynote address "How design research can address 'wicked problems' in education". Dr. Reeves has also alongside colleagues published 4 academic articles, 1 book chapter, and a book. Click HERE for the list of his work.

### Jacob A. Hall, Ph.D. 18'

Assistant Professor, Childhood/Early Childhood Education Department at SUNY Cortland. Dr. Hall has been contributing to the research community amidst the pandemic through valuable research that have been published and currently in press. His passion for research has not been stalled by this unprecedented moment in our world. He has published three research articles in top journals including the Educational Technology Research & Development (ETRD) journals and has one research article currently in press. Click HERE for the list of his work.

### Aaron Fried, MSc. 03'

Associate professor and Coordinator of Academic Program Development, Mohawk Valley Community College (MVCC). Aaron's commitment to academic equity and educational excellence at the MVCC has not gone unnoticed even during this unprecedented time. Besides the additional role of the Coordinator of Academic Program Development, Aaron's unswerving dedication to innovation and developing stronger connections and partnerships within MVCC has not ceased. In recognition, Aaron was awarded the 2020 SUNY Chancellor's Award for Excellence in Faculty Service.

### Steve Covello, M.S. IDD&E '11

Rich Media Specialist/Instructional Designer and online faculty at Granite State College. Admits this challenging time, Steve has not ceased to share his specialties with the global community. Steve was invited to present (virtually) to the VIT-AP School of Business in Andhra Pradesh-India, about the ID process and OER using Pressbooks, on two occasions (August 18 & 24, 2020). Steve presented materials on the topic: "A Culture of Instructional Design / OER on the Pressbooks platform".

### John D. Stawarz, M.S.'18, C.A.S. DDI '18

Online Learning Librarian at Syracuse University Libraries. John like many Librarians around the world has had more than a normal working day in Fall, 2020. Working as an Online Learning Librarian, John also works as a part-time online instructor at SU's School of Information Studies. More to John's schedule and with the passion to share knowledge and skills with the Library community, John designed a course "Creating Digital Learning Objects for Libraries" for Library Juice Academy. Library Juice Academy offers a range of online professional development courses for librarians, archivists, and other staff, focusing on practical topics to build new skills.

### Media Coverage

Dr. Thomas Argondizza 05' was featured in Forbes on Aug 18, 2020 about a story covering the Alaska SeaLife Center with focus on the risk of COVID-19 to its revenue input which threatens a permanent closure. Click **HERE** for the full story.

# Hyflex in the Classroom – a case of teaching on campus during a Pandemic.

**By Tiffany Koszalka | Professor IDD&E (USA)**



As you are most certainly aware, this past year brought many challenges to teaching at the university. This included an abrupt change from campus-based courses to fully online courses in the middle of a semester, a rush to prepare fully online courses for summer, and a move to continue online with some campu s-based courses in the fall of 2020. IDD&E was in good shape to 'pull-off' this effort because of our recent move to design and develop a fully onlin e version of our Master of Science degree. In that effort our faculty worked together to create some common design threads in all of o ur courses. We also all have quite a bit of practice and research experience in online / distance education and learning.

A new strategy this year, used across campus, was to offer 'hyflex' courses. Many classroom spaces were outfitted with cameras a nd projection devices to support this strategy. This approach would help move to fully online courses, if needed, and address co ncerns from faculty and students of health safety and exposure to COVID-19. Hyflex is basically a course that is offered to students in a classroom and students participating online at the same time – a synchronous solution. This technology approach also supported social distancing requirements in classrooms across campus that were now limit ed in number of seats, to about 25-30% capacity.

Thus, courses with more students than seats arranged a schedule to switch students every other week to campus-based or online participation, keeping the campus spaces in compliances with health policies. Many IDD&E MS campus-based courses were run in this way due to high enrollments and low numbers of usable seats in classrooms. For example, a classroom with 40 student capacity was only able to hold about 10 students.

One IDD&E doctoral course, IDE 800 Field Observational Research, during Fall 2020, although with enough seats for the 7 students, did run as a hyflex in the classroom. Occasionally, one or several students were unable to attend in-person; however, they were able to attend online. At the end of the semester the last 2 classes went fully online.

During the class sessions, all students and the professor were logged into a Zoom session.  Given audio and sound challenges of multiple laptops and people in the classroom, everyone was required to have headphones or earbuds to dampen the overtalk. The professor projected the Zoom session on the classroom screens so we could see everyone, and all materials shared during class discussions. The session was recorded so that students could watch later. This turned out to be a great advantage, as students often received critical feedback on their research projects in class and now had a way to go back and review comments in preparation for the next class.

Our biggest challenge however, seemed to be in remembering to mute and unmute when speaking in class. This was amplified when we had students participating from a distance... they often had to remind us to unmute so they could hear the conversation. Other than that, there seemed to be few technical issues.

The students were quite active in sharing their work and providing comments and critiques throughout the semester. This led to one other challenge we faced – having to end classes a little early so we could sanitize our spaces before the next class entered the room. We of course like to talk about our research and often lose track of time during discussions. All-in-all the benefits of safety, social engagements online, and a positive attitude to

continue the course outweighed the challenges of a new approach and new technology requirements.

Thanks to all the students who persisted in the course and played such an active role during our learning processes... part 2 of this course will run similarly in the spring 2021 semester.



*IDE 800 hyflex class session with Professor Koszalka*

**Craig Collins, IDD&E MS '20**



## THE POSSIBILITIES ARE ENDLESS

Possibilities! I think my biggest takeaway from the Instructional Design, Development and Evaluation (IDD&E) Master's Program at Syracuse is the world of possibilities it has opened for me. I was fortunate enough to be selected for the Syracuse IDD&E Fellowship with the United States Army Sergeants Major Academy and having just completed the Fellowship I can truly say it was a very rewarding experience. However, I feel like the experience is just beginning. I could easily go on and on about how great the program is, how great the Professors and staff are, and how much I learned about instructional design – it is, they are, and I did – but the truth is, I feel like this is only the beginning. Syracuse has equipped me with knowledge, skills, and attitudes to turn abstract ideas into concrete reality. In my mind, that is the essence of a 'World Class' education, which is exactly what I received from Syracuse!

## KNOWLEDGE

The knowledge I acquired from the IDD&E program is already paying dividends. When we first began in the Fall of 2019, I was not sure what to expect but as we moved through the courses on Digital Media Production, Technologies for Instructional Settings, Principles of Instruction and Learning, and Instructional Design & Development it became very clear that this program was preparing us to become, not only instructors at the Sergeants Major Academy but something much more. I now believe that the IDD&E program has prepared us to become innovators. Innovators of modern instruction, possessing multiple skill sets that are applicable across any learning domain in any learning environment.

## SKILLS

The skills I developed in the IDD&E program are already multiplying. I did not realize at first how valuable the skills we were learning were and or valuable they would become. For example, I did not realize how valuable interactive learning models were to modern learners. Now I do. I did not realize that 'Digital Natives' process information differently than 'Digital Immigrants', now I do. I did know from experience that 'lecture style' instruction was probably not the future although it obviously still has some relevance, depending on the topic, facilities, etc. I can see this very clearly in hindsight, the mode of instruction revolves around the assessments

made during the Front-End Analysis. I have also come to the realization that 'no one size fits all' for any learning environment. Flexibility from an instructional designer standpoint is paramount to meeting expectations. The skills I learned in the IDD&E program have greatly increased my cognitive flexibility (attitudes) in ways I did not know were possible, which have in turn opened a whole new world of possibilities.

## ATTITUDES

Attitude may be the most important thing I learned in the IDD&E program. My personal attitude towards learning and influencing the attitude of learners have both taken on a whole new perspective in the last year. Having grown up in the era of 'brick and mortar' education I did not realize the importance of an interactive learning experience to meet the educational objectives. Now I do. I did not realize why aligning goals at all echelons of learning was important. Now I do. I did not realize that presentation is almost as important as content. Now I do. Aesthetically pleasing instruction that stimulates higher learning can be much more effective than a dry PowerPoint presentation. I did not realize this before the IDD&E program, now I do. Over 50 years ago, Bob Dylan said, "The times, they are a changin'", those words have never been more true. Change is inevitable, in the instructional realm that change is occurring every day. Technology has changed the way people learn; therefore, instructional methodologies must change to meet the needs of the audience. I did not know this before the IDD&E program. Now I do!

## THE POSSIBILITIES

All of this has led me to one inevitable conclusion. The possible applications of the education I received in the IDD&E program are virtually endless. For everything, I learned during the IDD&E program, and it was considerable, a thousand questions were raised. Not about the instruction, the education is a true 'World Class', but about the possibilities of implementing that education to help make the world a better place. Am I a Subject-Matter Expert (SME) in all areas of IDD&E now? Not by a long shot, but I do have a much better idea of what I do not know and how to leverage SMEs to accomplish the instructional objective.

As we transitioned to the Spring courses of Instructional Design & Development II, Techniques in Educational Evaluation, Analysis for Human Performance Technology Decisions, and Strategies in Educational Project Management the possibilities continued to grow. The last two courses in the Summer, Advanced Instructional Design (capstone) and Educational Technologies in International Settings brought everything home for me. I am now equipped to turn the abstract into reality, I have the foundation in place to take action to change my reality for the better. And maybe, just maybe, I can do my little part to make the world a better place.

*Special Thanks:*

I would like to send a special thanks to Dr. Moon-Heum Cho, Dr. Jason Curry, Dr. Jing Lei, Dr. Rob Pusch, Ms. Rebecca Pettit, and all the staff and faculty in the IDD&E department for making the Fellowship Program a truly rewarding experience. I look forward to seeing all of you at Syracuse in the hopefully not too distant future.

*Very Special Thanks:*

I would like to send a super special thanks to our academic advisor, Dr. Tiffany A. Koszalka. Thank you for making the Fellowship program 'World Class'!

# 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, appearances in the media, 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 **D.Garmondyu Whorway** at **gdwhorwa@syr.edu** or **Rebecca R. Pettit** at **rrpettit@syr.edu**.

Or you can submit your stories, publications, 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.

## Connected Through IDD&E

We are looking forward to seeing your stories and updates in the next issue of 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 **idde@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 students at a "Friday Virtual Coffee Hour" on December 4, 2020. From the upper roll is Professor Jing Lei (left), D. Garmondyu Whorway (right); second roll, Walter & Mandy Allen; bottom roll, Ibrahim Kizil