

IDD&E Spotlight

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Syracuse University
Instructional Design, Development and Evaluation

A Message from the Department Chair



Dear All—

Greetings from Syracuse!

I hope you and your loved ones have been staying safe and healthy. The 2020–2021 academic year was a very unique year as we faced unprecedented challenges that have affected us in many ways. During the academic year, all of our courses were taught either fully online or hybrid with significant online components, and we also have been advising students as well

as conducting departmental businesses online. 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 and building an even stronger community.

Now at the end of the academic year, there is so much to celebrate. On May 21, we held the annual IDD&E end-of-academic-year celebration online for the second time. We celebrated the nearly 40 C.A.S., M.S., and Ph.D. students graduating in the 2020–2021 academic year, including four doctoral students: Dr. Monica Burris, Dr. Lina Souid, Dr. Lili Zhang, and Dr. Abdulrahman Rashed A. Alogaily. Congratulations to you all on your achievements and we wish you very successful and fulfilling careers!

At the online graduation, we officially recognized exceptional performances and exemplary services in the past academic year. A total of ten awards (four for C.A.S./M.S. students, five for Ph.D. students, and one for a staff member)—nominated by faculty, staff, and students—were given to outstanding individuals and teams. Please check this newsletter to see the details and congratulate the awardees for receiving their honors.

We also celebrate the impactful activities our faculty, students, and alumni have been engaged in. 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 actively engaged in various projects and made great progress in their studies; our alumni were rising to leadership roles and making much-valued contributions in their professions. This newsletter provides a glimpse of the many activities our extended IDD&E community have been involved in.

Another very exciting news is that Dr. Moon-Heum Cho was promoted to Associate Professor and awarded tenure here at Syracuse University. This is a great milestone and well-deserved recognition of Dr. Cho for his significant contributions to scholarship, teaching and advising, and service at the local and global levels. Congratulations, Dr. Cho!

I would also like to share with you that I will be taking a research leave in the Fall 2021 semester to focus on my research. During my leave, Dr. Cho will serve as the Interim Department Chair; Dr. Koszalka and Dr. Cho will also share my other administrative and advising responsibilities; and our office coordinator Rebecca R. Pettit will be there, as always, whenever you have any questions or need any help. I'm very grateful to my supportive colleagues who helped make my research leave possible.

May you all have a great summer, and we look forward to hearing more from you.

Sincerely,

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

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

Graduations and Awards 2021

Traditionally, at the end of an academic year, the Department recognizes students who showed substantial

progress in their master's degree or research projects. Additionally, special recognitions are awarded. ■

AWARD RECIPIENT	NOMINATION TITLE AND DESCRIPTION OF THE RECOGNITION
MASTER'S STUDENTS	
Yanping Lin (China)	2021 IDD&E Design and Development Award <i>Distinction in designing and developing innovative products for clients (with special emphasis on project work)</i>
Andrew DeUnger (U.S.) Donald Petrie (U.S.)	2021 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>
Mandy Allen (U.S.)	2021 IDD&E Outstanding M.S. Student Award <i>Outstanding performance in all M.S. courses and work within the IDD&E Department</i>
Sarah Bernhard (U.S.)	2021 IDD&E Outstanding Portfolio Award <i>Distinction in creating an innovative and comprehensive Master's portfolio</i>
DOCTORAL STUDENTS	
Zhijuan Niu (China)	2021 IDD&E Professional Service Award <i>Wise and meritorious support to colleagues and the IDD&E Department</i>
Lili Zhang (China)	(1) Nomination by IDD&E for the 2021 School of Education Graduate School Doctoral Prize for an Outstanding Dissertation (2) 2021 Doctoral Research Award <i>Exemplary inquiry in the field of Instructional Design</i>
Tianxiao Yang (China)	2021 Margaret & Alexander Charters Award <i>Scholastic Excellence in Adult and Continuing Education in recognition of his excellent written publications</i>
Yuri Pavlov (Belarus)	2021 Margaret & Alexander Charters Award <i>Scholastic Excellence in Adult and Continuing Education in recognition of his excellent written publications</i>
Amber Walton (U.S.)	2021 IDD&E Project Leadership Award <i>Exceptional work on research and development projects</i>
IDD&E STAFF	
Rebecca R. Pettit (U.S.)	2021 IDD&E Special Recognition Award <i>Exceptional service and support to the IDD&E community</i>

IDD&E Department Fall 2020 graduates: Lauren Ludovico (C.A.S. EdT), Sarah Bernhard (M.S.), Amy Bissetta (M.S.), Michael Cerullo (M.S.), Trenton Greene (M.S.), Mengqi Jia (M.S.), Yanan "Niko" Li (M.S.), Yanping Lin (M.S.), David Orloff (M.S.), Zachary Schuster (M.S.), Monica Burris (Ph.D.), Lina Souid (Ph.D.), Lili Zhang (Ph.D.).

IDD&E Department Spring 2021 graduates: Eliana Camargo (C.A.S. IDF), Pam Gavenda (C.A.S. IDF), Fatima Kizil (C.A.S. DDI), Nakia Payne (C.A.S. IDF), Joshua Stone (C.A.S. IDF), Yalonda Bey (M.S.).

IDD&E Department Summer 2021 graduates (expected): Cynthia Thomas (C.A.S. IDF), Monica Fitzgerald (M.S.), Tammy Hnat-Comstock (M.S.), Ibrahim Kizil (M.S.), Jingyu Yang (M.S.), Ekaterina Tretiakova (M.S.), Mandy Allen (M.S.-Online = M.S.-OL), Walter Allen (M.S.-OL), Andrew DeUnger (M.S.-OL), Andrew Estes (M.S.-OL), Donald Petrie (M.S.-OL), Charles Pittman (M.S.-OL), Tammy Poole (M.S.-OL), Anthony Rausch (M.S.-OL), Alejandro Rosasolis (M.S.-OL), Kevin Schuller (M.S.-OL), Michael Teague (M.S.-OL), Michael Wahl (M.S.-OL), Abdulrahman Alogaily (Ph.D.).

Student Spotlight: Fasika Minda Melese

Coming to America, Again

Fasika Minda Melese—M.S. Teaching & Curriculum '19; C.A.S. Instructional Design Foundations '18—is an IDD&E first-year doctoral student from Ethiopia.

My inspiration for studying Instructional Design (I.D.) came from teaching computer science undergraduate courses for several years at Addis Ababa University in Ethiopia. At that time, it appeared many freshman students within our department struggled to understand the basics of coding due to a lack of instructional strategies that could facilitate their learning. Hence, I began to advocate for a change in the curriculum because it was failing instructionally to support every student's learning need.

As an advocate, I joined some friends and senior year students to design a Winter school (June, July, August) Computer Science for High Schools program in my alma mater high school. At the end of the program in 2014 we created an 8-min [documentary](#) about it. I also collaborated with the gender office on giving tutorial classes to female freshman students on programming topics to minimize the high number of female dropout rate during their first year. With the results from those projects, I thought I couldn't just do this at one school or only with one group to make a change. It was not sustainable. And the first step towards sustainability was to equip myself with the right skills and knowledge. In 2017, I joined Syracuse University as Open Society Foundations Fellow to pursue my M.S. in Teaching and Curriculum (T&C). It is at this point in my academic career that I discovered the world of I.D. and fell deeply in love with it. Concurrently with my M.S., I got my Certificate of Advanced Studies in I.D. Foundations.

Afterwards I went back to Ethiopia and started working with an international N.G.O. called Educational Development Center (E.D.C.) on a project named *READ II*. Having a foundation in I.D., my role on the project began as the Production Coordinator. I was responsible to facilitate the production of 20 English interactive audio instructions that aimed to support college students with their English speaking and listening skills. While at this job,

I started my Ph.D. application to join the Fall 2020 cohort. My supervisor at E.D.C. was supportive throughout this process and pushed me to finish the application. She believed I demonstrated an ability to continue working in a research-oriented environment. I got my acceptance letter to join the Ph.D. program, but the COVID-19 pandemic hit globally, and I couldn't travel to join in Fall 2020. I had to defer my admission and my advisor Dr. Jing Lei and office coordinator Rebecca Pettit were supportive in guiding me through all this process.

During the Fall 2020 semester, it was just a waiting game with the U.S. Embassy in Ethiopia because nobody knew when it would open to process visas. In hindsight, I am so thankful for that time because I got to spend it with family and friends which gave me the energy that keeps me going now. The embassy opened in December 2020, and I was able to move back to the U.S. by the end of January 2021.

Coming back to 'Cuse was like coming back home. Everyone was welcoming and everything was as I knew it before. Except now, I am joining a new family that is the IDD&E Department and Project

Advance—the office in which I am currently working as a graduate assistant. As part of the Ph.D. cohort, I am lagging one semester behind, but the other Ph.D. students are supportive and open to help me in any way. I have been talking to one Ph.D. student every week since we started the Spring 2021 semester through the IDD&E Spotlight podcast, and it has been wonderful and enjoyable. At Project Advance, I am working with Dr. Rob S. Pusch and the team on re-designing video tutorials originally made by Dr. Marlene Blumin. This is literally a dream job. Because during my master's program in T&C I discovered Project Advance through SU website, and it resonated with my passion project of working with high school students. Now to be able to work with Dr. Rob's team is a dream come true. ■



FASIKA MINDA MELESE

IDD&E Student Productivity in January-July 2021

PUBLICATIONS

- **Pavlov, Y.** (2021). Audiovisual translation tasks facilitate deep learning in students of Translation Studies. *Proceedings of the 3rd Annual International Conference on Teaching Foreign Languages in the Polycultural World: Traditions, Innovations, Perspectives Held on 25 March 2021*, 131–135. [in Russian, [electronic copy](#)]

CONFERENCES

- **Pavlov, Y.** (2021, March 22). *Audiovisual translation and deep learning* [Virtual conference session]. Competence-based approach in teaching foreign languages: International webinar in teaching methods, Minsk, Belarus.

INVITED TALKS

- **Pavlov, Y.** (2021, January 16). *Instructional design in higher education* [Virtual event]. Deutsche Gesellschaft für Osteuropakunde e.V. Fellowship Programme Belarus, Berlin, Germany.
- **Pavlov, Y.** (2021, March 20). *Learning theories in the service of instruction for SAT tutors* [Virtual event]. Syracuse University School of Education SAT preparation program, Syracuse University, Syracuse, USA.

IDD&E Faculty Productivity in January-July 2021

PUBLICATIONS

- **Cho, M.-H.**, Cheon, J., & Lim, S. (2021). Preservice teachers' motivation profiles, self-regulation, and affective outcomes in online learning. *Distance Education*, 42(1), 37–54. <https://doi.org/10.1080/01587919.2020.1869528>
- **Cho, M.-H.**, Park, S. W., & Lee, S. (2021). Student characteristics and learning and teaching factors predicting affective and motivational outcomes in flipped college classrooms. *Studies in Higher Education*, 46(3), 509–522. <https://doi.org/10.1080/03075079.2019.1643303>
- **Cho, M.-H.**, Lim, S., & Hwang, H. (2021). Teacher professional development: Approaches and lessons from a pilot study in Ethiopia. *The Teacher Educator*, 56(1), 25–42. <https://doi.org/10.1080/08878730.2020.1767743>
- Tsai, C., **Cho, M.-H.**, Marra, R., & Shen, D. (2020). The self-efficacy questionnaire for online learning (SeQoL). *Distance Education*, 41(4), 472–489. <https://doi.org/10.1080/01587919.2020.1821604>
- **Lei, J.** (2021). Life can be hard, but it is beautiful. In R. Lowenhaupt & G. Theoharis (Eds.), *Parenting in the pandemic: The collision of school, work, and life at home. A collection of essays* (pp. 155–158). Greenwich, MA: Information Age Publishing.
- **Lei, J.**, & Cheng, J. (2021). From a bucket of water to the ocean: How teachers work together with technology. *Educational Technology in K-12 Settings*, 2021(1).
- Guo, W., Zhang, M., **Lei, J.**, & Liu, Y. (2021). Synchronous presence & online “face-to-face”: A research synthesis of 26 online synchronous video teaching research studies. *China Distance Education*, 2, 27–35.
- Wu, Y., Cheng, J., & **Koszalka, T. A.** (2021). Transdisciplinary approach in middle school: A case study of co-teaching practices in STEAM teams. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 9(1), 138–162. <https://doi.org/10.46328/ijemst.1017>

INVITED TALKS

- **Koszalka, T. A.**, (2021, April 16). *Instructional designer profession and ADDIE* [Virtual event]. Shanghai International Studies University, Shanghai, China.

RECOGNITION

- **Koszalka, T. A.** (2020). Invited mentor at 2020 AECT Research & Theory Division Early Career Symposium.
- **Koszalka, T. A.** (2021). Invited reviewer at 2021 AECT Research & Theory Division—Theory Spotlight Competition.

GRANTS

- 2021. NSF Research Experiences for Undergraduates—Summer research experiences studying post-traumatic stress disorder with undergraduate students (veterans and non-veterans) from around the country. Principal investigator: **Kevin S. Heffernan**, Ph.D. (SU Falk College). Outside evaluator: **Tiffany A. Koszalka**, Ph.D.
- 2021. NSF Collaborative Research—SaTC: EDU: Developing instructional laboratories for blockchain security applications. Co-Principal investigator: **Jing Lei**, Ph.D. Outside evaluator: **Moon-Heum Cho**, Ph.D. [\[Link\]](#)
- 2021. SU CUSE Grant: Innovative & Interdisciplinary Research—Bridging structural engineering and architecture through visual platform and personalized learning analysis. Co-Principal investigator: **Moon-Heum Cho**, Ph.D.

Dr. Moon-Heum Cho: Tenured and Promoted

Dr. **Moon-Heum Cho** was promoted to Associate Professor and awarded tenure at Syracuse University (SU), which was announced during the 2021 SU Commencement weekend. On behalf of the IDD&E faculty and students, I am thrilled to extend congratulations to Dr. Cho on this well-deserved recognition and promotion. Dr. Cho joined IDD&E faculty in Fall 2018. Over the years, he has been making remarkable contributions to the profession through his impactful research, exceptional teaching and advising, and outstanding service. His professional activities will continue to bring prestige to IDD&E, the School of Education, and to Syracuse University. After obtaining his Ph.D. in Information Science and Learning Technologies from the University of Missouri-Columbia (2008), Dr. Cho served an Assistant Professor at Kent State University (Ohio, U.S.) and then as an Associate Professor at Sungkyunkwan University in Seoul (South Korea).

Jing Lei, IDD&E Department Chair

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

Dr. Moon-Heum Cho is known for his comprehensive research of learners' self-regulation. He explains what the tenure status means for his career as an instructor and a scholar-practitioner. This interview has been edited for length and clarity.

Why did you want tenure at Syracuse University?

Our IDD&E program, and Syracuse University in general, has excellent reputation worldwide. There is a long history of instructional design (I.D.) at Syracuse, and it will be an honor to work here alongside great and internationally recognized colleagues.

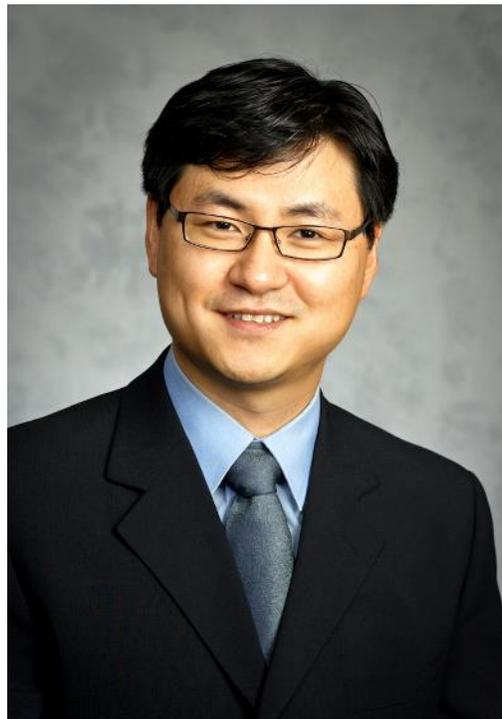
How will an associate professorship and tenure help your career?

This recent academic credential helps me stay even more dedicated to working with the School of Education students and making sure the IDD&E program thrives. I also want to maximize my impact on the I.D. field through scholarly activity, and SU has superb infrastructure for that. This is relevant when applying for grants such as N.S.F., because one requirement in getting a national grant is that the principal investigator's (P.I.) institution can adequately support research work. Finally, it contributes to my reputation among colleagues in my field.

Has your research changed since you came to Syracuse University three years ago?

Prior to SU, I've been heavily working on student self-regulation in the field of technology-mediated learning environment, including online learning. Here I've began expanding my research interests to areas such as STEM.

One of the projects I'm currently working is gamified self-regulation for a middle school math course in Solvay School District (New York, U.S.) with a colleague from the Syracuse University Mathematics Education Department. I want to test if a gamified mobile application enhances students' ability to solve math problems. Another project has been recently funded by the N.S.F. in which Dr. Jing Lei serves as a Co-P.I. and I serve as an outside evaluator. We want to see if blockchain-based lab curriculum improves computer science students' understanding of programming. Essentially, I want to implement practical interventions in our community in addition to my theoretical contributions to the I.D. field. ▶



MOON-HEUM CHO

Faculty Spotlight: Moon-Heum Cho

What is your success formula for getting tenured?

Professional service, teaching, and scholarly work. In different institutions and even schools within an institution there may be different criteria for tenure promotion, but one criterion is probably universal—your clear and genuine interest in your topic. For doctoral students, their dissertation lays the foundation for their future journeys as scholars. It's important to choose the right dissertation topic, fully dedicate one's energy to it, and this will establish the groundwork for becoming a scholar in one's field. Oftentimes people think the success in getting tenured is the number of publications.* Publications are important, but there is no fixed number of required printed works that will guarantee tenure promotion. One advice I want to give doctoral students is explore thoroughly your research interest so that it provides the basis for you as a future academician.

Now that you are ever more committed to research and that you're part of the recent N.S.F. grant you've mentioned, should students still expect you to invest your time in them?

Absolutely. I will continue teaching all the same courses that I have been teaching so far.¹ In terms of research work, whatever project we do as faculty here in IDD&E, students can always work with us, they just need to voice their interests. As for the N.S.F. grant, it is an opportunity for students to get involved. Although I'm serving as an evaluator on it, I want to use it as an authentic project in my IDE 641 and IDE 741 evaluation sequence courses. N.S.F. requires outside evaluators to submit an annual report to them, so students may have an opportunity to work with a real client in a real field—if they want. Remember, everything a student does here at SU will be connected to whatever position or role that student will have in the future. Naturally, with modifications depending on cultural and situational constraints, but nonetheless students' work in the present will share commonalities with their work after graduation. I experienced it myself. I worked in South Korea for four years, and I brought many skills over there that I had learned in the U.S. Now I work in Syracuse, and I am applying I.D. skills and knowledge that I've learned in the Korean context to my evaluation courses here at SU.



Dr. Moon-Heum Cho with his wife Seongmi Lim (Ph.D.), son Haucksoo, and daughter Insoo. MOON-HEUM CHO, SOUTH KOREA, 2019

What was your and your family's reactions when your tenure and promotion were announced?

Of course, I was overjoyed, so I immediately shared the good news with family in the U.S. and South Korea. I also contacted my close colleagues at SU and in my former institutions. Everyone was happy and congratulated me, complimenting my dedication to the I.D. field. It was a delightful moment. ■

* Note. Dr. Moon-Heum Cho publishes, on average, 4 scholarly peer-reviewed articles annually.

¹ Dr. Moon-Heum Cho teaches IDE 611 Technologies for Instructional Settings, IDE 641 Techniques in Educational Evaluation, IDE 741 Concepts and Issues in Educational Evaluation, IDE 742 Introduction to Survey Research, and IDE 841 The Nature and Design of Inquiry.

Alumni Spotlight: Aytaç Gögüş and Erin Cunia

IDD&E-ers Blossom Globally



AYTAÇ GÖĞÜŞ

Professor **Aytaç Gögüş** is the dean of Faculty of Education at Istanbul Okan University, Turkey, since July 1, 2020. She received her M.S. (2001) and Ph.D. (2006) in IDD&E. Between May 2006 and May 2007, she was a postdoctoral fellow in the IDD&E program. Between October 2005 and May 2007, she worked as a course writer and instructional designer on designing and developing college-level online mathematics courses for McGraw Hill Higher Education Online. At the same time, she worked as a Vice President for Communication at Training and Performance Division of Association for Educational Communications and Technology (AECT) in 2007–2008. Between September 2007 and February 2015, she worked in the Center for Individual and Academic Development at Sabancı University, Istanbul. Between July 21, 2014, and January 20, 2015, she was a visiting research scholar at the Department of Curriculum & Instruction of the Judith Herb College of Education at the University of Toledo (Ohio, U.S.). She is a faculty member and the chair at the Department of Educational Sciences in Istanbul Okan University since March 1, 2015.

During the COVID-19 pandemic, she became the dean of Faculty of Education at Istanbul Okan University. She has received the reviewer excellence award from the Educational Technology Research and Development journal (ETR&D) during the Association for Educational Communications and Technology (AECT) 2020 Virtual Conference. About the COVID-19 pandemic, she has published an article “**Shifting to digital: adoption and diffusion**” (2021) in ETR&D. Her two kids Ata Can (second grade) and Izgi Su (ninth grade), she, and her husband, Nihat Gökhan, have had many experiences with synchronous courses since March 2020. She says: “Thank you, God, we are healthy and have four rooms in which everybody can access the Internet to continue their lessons. Even though it has been very stressful running face-to-face small group meetings and a small group hybrid course, most of the courses are synchronous courses via OLEARN, blackboard learning management system.” Aytaç sends her best wishes and warm regards to the IDD&E family. ■

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Erin Cunia (B.A. '93; M.S. IDD&E '05) has earned the Certified Professional in Talent Development® credential from the Association for Talent Development Certification Institute (ATD CI), formerly ASTD CI. Earning the **CPTD certification** means Erin Cunia, CPTD, possesses the knowledge and skills to be a top performer in the talent development field.

To earn the CPTD certification, Ms. Cunia acquired industry-related experience and successfully passed a skills application examination. The CPTD certification process is rigorous and challenging. It produces candidates with a breadth and depth of knowledge that brings significant benefits to their employers, colleagues, and clients. Employing CPTD credential holders brings respect to an organization's talent development function and helps ensure successful learning programs and organizational impact.

Erin currently works as a Lead Program Manager in Talent Development and Management at National Grid. She is also the VP Employee Learning Awareness for the local chapter of the Association of Talent Development, **CNY ATD**. She was awarded the 2020 Ken Steiger Leadership Scholarship from the CNY ATD to pursue the CPTD credential. National Grid was awarded the 2020 CNY BEST Resilience Gold Award for Digital Learning Transformation.

National Grid (NYSE: NGG) is an electricity, natural gas, and clean energy delivery company serving more than 20 million people through our networks in New York, Massachusetts, and Rhode Island. National Grid is transforming our electricity and natural gas networks with smarter, cleaner, and more resilient energy solutions to meet the goal of reducing greenhouse gas emissions. ■



ERIN CUNIA

IDD&E Alumni Updates and Achievements

In Spring 2021, Dr. **Lili Zhang** became an Assistant Professor in College of Computer Science of **Sichuan Normal University** (SICNU). SICNU is a provincial key university located in Chengdu, Sichuan (China). Dr. Zhang teaches Educational Technology courses and also conducts related research and training. At Syracuse University she was nominated for the School of Education Outstanding Dissertation Award. Her dissertation was entitled *The Use of a Digital Question Board to Facilitate Student Questioning and Engagement in Large Lecture Classes: A Mixed-Methods Study*. Dr. Zhang continues to research the topic. If you have questions or comments, please reach Dr. Zhang by email at zhanglili@sicnu.edu.cn. ■



LILI ZHANG



JASON RAVITZ

On May 24, 2021, **Jason Ravitz** (Ph.D. IDD&E '99) made a presentation called "Emergency funding for women in undergraduate computing: Toward an asset-based model and research framework" at the 2021 annual conference on Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT). Also, Jason completed an evaluation for the Research Experiences for Undergraduates program at Rutgers University (New Jersey, U.S.), a workforce development pilot (adapting **21st century teaching** and learning for student/coach use), a S.E.L. study for a middle school, and helped launch an A.P. C.S. study with the National Center for Computer Science Education at the College of St. Scholastica (Minnesota, U.S.). ■

Sergeant major **Craig Collins** (Online M.S. IDD&E '20) got a new job at the **United States Army Sergeants Major Academy** as the Sergeant Major for Curriculum Development. This prestigious position will more fully utilize his skills in IDD&E that he obtained and honed at Syracuse University. ■



SGM CRAIG COLLINS

PUBLICATIONS

- **Hromalik, C. D.**, Myhill, W. N., Ohrazda, C. A., Carr, N. R., & Zumbuhl, S. A. (2021). Increasing Universal Design for Learning knowledge and application at a community college: The Universal Design for Learning Academy. *International Journal of Inclusive Education*, 1–16. <https://doi.org/10.1080/13603116.2021.1931719>
- Galovitz, D., & **Topchyan, R.** (2021). Validation of the international engineering motivation construct with multigroup analysis. *Journal of Research in Business, Economics and Management*, 16(1), 17–30. <https://doi.org/10.5281/zenodo.4579962>
- **Collins, C.** (2021, January 8). Counseling and leader development in the digital age. *NCO Journal*. [[Link](#)]
- **Collins, C.** (2021, May 21). Expanding the soldier/NCO of the month board. *NCO Journal*. [[Link](#)]

CONFERENCES

- **Zhang, L., Cheng, J.,** Lei, J., Wang, Q., & Yang, F. (2021). *The use of a digital question board to engage "vulnerable students" in large lecture classes* [Virtual conference session]. American Educational Research Association 2021 Virtual Annual Meeting.

INVITED TALKS

- **Hromalik, C. D.** (2021, April). *Creating a more inclusive classroom experience with the Universal Design for Learning framework*. The New York State Education Department Advisory Council on Postsecondary Education for Students with Disabilities Annual Meeting (virtual event).
- **Hromalik, C. D.** (2021, May). *Inclusive from the start: Applying the Universal Design for Learning framework to higher education*. SUNY Celebration of Global Accessibility Awareness Day (virtual event).
- **Covello, S.** (2021, May). *Orientation multimedia for first-time online students*. ELI Annual Meeting 2021. [[announcement](#)]

RECOGNITION

- **Di Sun** received the All-University Doctoral Prize that recognizes superior achievement in completed dissertations.

International Partnership with SISU in China

By **Jing Lei**, Ph.D. | IDD&E Department Chair

On April 16, 2021, our IDD&E department held an online information session at **Shanghai International Studies University (SISU)**—a top university in China and one of our memorandum-of-understanding (MOU) partnership universities—to introduce instructional design C.A.S., M.S., and Ph.D. programs to SISU students who may be interested in getting one of our degrees. The session was very well-received. Dr. Joanna O. Masingila, Dean of the School of Education, started the session by giving an overview of Syracuse University and the School of Education. Following this introduction, I discussed the dual-degree programs at the master’s level included in the MOU and explained the program requirements. Finally, Dr. Tiffany A. Kozzalka gave an invited lecture titled “Instructional Designer Profession and ADDIE.” In it, Dr. Kozzalka discussed the ADDIE process and showcased alumni from our C.A.S., M.S., and Ph.D. programs and what they are doing now in business and industry, K–12, higher education, and other contexts as instructional design specialists and scholars. After the presentation, SISU students asked questions about the instructional design field and career potential with a degree in IDD&E. ■



SISU Logo

IDE 800 in Spring 2021—The Progress We Made

By **Tiffany A. Kozzalka**, Ph.D. | IDD&E Professor

The spring 2021 semester was a challenge as the university continued to focus on the health and safety of students, faculty, and staff and we started back into the classroom. One IDD&E doctoral seminar was offered as a residency, or campus-based course. We, of course, had to be ready to revert to online if necessary. *IDE 800 Field Observational Research in Online and Blended Environments II* faced many logistical challenges as students chose to participate in the classroom or at a distance each time we met. We ended up meeting six times, mostly through HyFlex—in class and at a distance, simultaneously. In these sessions, students in the classroom were masked. This format allowed us to more easily record each session, hear each other, engage with each other, share progress on coursework, and collaborate during discussions and showcases of work.

Based on request, we reverted to fully online mode later in the semester. As a seminar, a majority of the course work consisted of outside-of-class activities which focused on students working on their own research topic. For instance, practicing observation techniques with student-created instruments and protocols through video-based scenarios or conducting actual research through live Zoom observations. To prepare for in-class time, which was dedicated to sharing and discussing observation fieldwork, students also paired in teams to review each other’s work and practice techniques together via Zoom.

These live sessions were dynamic and allowed each student to share work, discuss progress and challenges, and contribute ideas to each other. Their topics for research were widely different in context, allowing each to share experiences and educate others on both a phenomena of study and observational field research experiences. Take a look at the profiles of each student’s research area. ▶



A fully online session during the IDE 800 course. VIA ZOOM, SYRACUSE UNIVERSITY

IDD&E Achievements



HyFlex format of the IDE 800 course with the students in the classroom. Note the social distancing and monitor display which was also shown in front of the room. ROOM 204, MARTIN J. WHITMAN SCHOOL OF MANAGEMENT, SYRACUSE UNIVERSITY

Investigating students' cognitive presence and content knowledge levels in asynchronous online discussions

Students construct knowledge during asynchronous online discussions (AODs). Discussion patterns can show students' cognitive presence (CP) (i.e., engagement) and level of understanding (i.e., learning). The purpose of this study was to investigate CP patterns and content knowledge levels demonstrated in AODs transcripts from a cohort of 12 graduate students across two courses over two semesters. Preliminary analysis results revealed that students' CP patterns mostly concentrated on the

"exploration" category and most of the discussions demonstrated deeper levels of content learning. The study further unearthed evidence of how students probed their conversations in various ways under the "exploration" category. The longitudinal patterns and relationship between CP and demonstrated knowledge level are continuing to be examined. ■

**Zhijuan Niu (Jenny; China),
IDD&E first-year doctoral student**



ZHIJUAN NIU

IDD&E Achievements

Standardized patient educators' use of evaluation in the instructional design of human simulation training procedures



AMBER WALTON

Standardized/Simulated Patients (SPs) are the live people who portray human roles in simulations for the education and assessment of healthcare learners and practitioners. SP educators (SPEs) are the professionals who design, develop, and implement SP simulations; manage SP programs; recruit and train SPs; and assess SPs & evaluate SP training procedures. The aim of the study was to explore how SPEs' SP training procedures are

evaluated. Preliminary results suggested that annual SP performance assessment was mandated after SP Program accreditation was sought. SP performance evaluations are perceived to be robust and consistent. Data is infrequently collected about SP training procedures, though the SPE desired to obtain this information if not for a lack of time and heavy workload. The SPE reported to constantly reflect on their own job performance, though this was usually an internal (non-written) process. Further research will help close knowledge gaps about how SP training procedures are evaluated. ■

**Amber A. Walton (U.S.),
IDD&E second-year doctoral student**

A study of establishing validity of a learning resources rubric



LEI WANG

Instructional designers (IDs) create or select learning resources and platforms for university faculty to support student learning. However, with the advent of the digital era and increasing access to learning resources, choosing and integrating learning resources into instruction to prompt deep learning in an effective and efficient way presents a challenge for IDs and educators alike—especially novice IDs. To aid ID, the study described the process of creating and

testing a learning resources rubric based on principles from three established learning theories of deep learning: generative learning, cognitive flexibility, and reflection theories. The purpose of this study was to establish the content validity and usability of the proposed learning resources rubric (LRR). The LRR was originally comprised of 10 items. The validity study consisted of a group of novice instructional designers (NIDs), sought from existing social

media groups that focus on instructional design practices, who were prompted to review and use the LLR. Quantitative and qualitative data were collected during observations of the NIDs using the LLR both to critique sample learning resources and design a learning resource during a 3-phase field observation study. The preliminary data analysis suggested that minor revisions were necessary to clarify and perhaps combine items on the LLR. Additional analyses are being planned to further examine the validity of the LLR and prepare it for factor analysis studies. ■

Lei Wang (China), IDD&E second-year doctoral student

Developing and validating an observational checklist to support comparison studies among face-to-face and online courses

The question about equivalency between face-to-face and online learning is one that has recently skewed toward online learning. Many studies now suggest that online instruction has the same results as, or better than, residency instruction. Yet these studies often fail to describe the design of the courses being compared, which raises the question about the equivalence of course designs, potentially suggesting apples-to-oranges kind of comparisons. This study was focused on



D. GARMONDYU WHORWAY

developing and validating observation instruments (i.e., design inventory and interaction observation protocols) to help effectively compare face-to-face and online learning formats using observable measures, namely interaction constructs. The instrument adopted the transactional theory's three types of interactions to observe instructional and learning activities in both platforms—online vs. classroom. The three types of interactions include learners-to-learners, learners-to-instructor, and learners-to-content. The instrument's goal, as an observation protocol, was to identify critical factors that provide a foundation of "sameness" to compare different learning platforms. Conceptual validity (based on the transactional theory and representation research studies) has been achieved based on rigorous literature reviews. This current study was to gain both expert and user validity of the protocol: (a) are the items aligned with the theory?, (b) do they represent observable measures of interaction?, and (c) is the instrument useable? Experts have suggested that items represent transactional theory well. We have created observer training to prepare users to test the protocol instrument and are planning user validity tests. ■

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

IDD&E Achievements

A longitudinal study exploring levels and patterns of social presence in asynchronous online discussions



Qi Wu

A majority of the social presence research have sought to evaluate and measure students' own perceptions of social presence by solely employing self-report surveys and sometimes supporting these data with interviews. These types of data overlook the importance of assessing and observing student's actual social presence behaviors through specific indicators. In addition, many of the previous studies were conducted as short-term studies in the same context with different participants. The purpose of this study was to explore social presence in asynchronous online discussions (AODs) beyond self-report surveying. Observation techniques, document analysis, and social network mapping were employed to provide another point of analysis including social participation and relationships. The research questions addressed what patterns and levels of social presence in AODs were present across two asynchronous online courses over two semesters. This study used the community-of-inquiry framework as a coding scheme to identify constructs of social presence in the AODs through qualitative content analysis. A social networking mapping tool was used to create visuals of the student interactions (relationships) showing frequency of postings to other students. The data analysis is currently being conducted. ■

Qi Wu (China), IDD&E first-year doctoral student

Role of instructor's theory in instructional decision making

Faculty are responsible for making central decisions about designing the learning experiences and calibrating their designs to meet program, school, institutional, and accreditation standards. This study highlighted the central role of a faculty's personal approach to instructional design called Instructor's Personal Instructional Theories (IPIT) in shaping their course decisions. Understanding IPIT is central to providing adequate support (professional development or instructional design consulting) to faculty to improve their decision making. Therefore, this study aimed to understand how IPIT influences the design of their courses and to identify the subcomponents that shape IPIT through a grounded theory approach. The study focused on understanding the design decision making of teaching-award winning faculty, i.e., experts. The research employed observational methods of document analysis and talk-aloud observations/interviews to understand how instructors identified and described factors affecting their decision making in planning, executing, and modifying (live or just-in-time) their course activities. The initial analysis of these observations and documents led to a better understanding of the types of preferences, experiences, and other factors that influence award-winning instructors' decisions—factors that are generally not in design models or professional development events. ■



Zeenar Salim

Zeenar Salim (Pakistan), IDD&E third-year doctoral student

SUMMARY

These doctoral students have been exploring observational techniques to investigate phenomena of their own interests. Through readings, course practices, collaborative discussions, and showcase critique sessions they learned *with* each other often in a connected, distant format. Several are using this early research practice to begin forming their ongoing research topic. Others are a little farther along in their doctoral preparation and using this course as a kick-off to their required research apprenticeships projects on the way to dissertation. Two have already used preliminary data results in conference presentation proposals and at least three will be preparing papers for journal submissions by the end of Summer 2021. Although these doctoral students may end up using other research designs in their dissertations, this course has provided them with a foundation and practice in observational techniques, data analysis, and publication. Given the sometimes trying technical and distant environment, all made much progress over the year—even in a pandemic we were successful in building competence and confidence in scholarly work. ■

Fascinating Topics in IDE 737 Capstone Course

By **Tiffany A. Kozalka**, Ph.D. | IDD&E Professor

One of the final courses in the IDD&E M.S. program is a capstone experience—*IDE 737 Advanced Instructional Design*. This course is based on a school-to-work design that helps students take what they have learned in the program and apply those competencies to their current or future work, weaning them from instructor/peer scaffolding and into social networks with those they will be more engaged with in the working world.

In this course students are charged with bringing together all of the competencies they developed in the 8 previous courses to design a two-hour instructional unit. Students identify a *learning gap* and select a topic. Using provided scaffolds, they develop a *detailed design* that includes narratives, flow charts, content hierarchies, and storyboard screens to create a unit blueprint. Based on this blueprint, unit instructor and learner materials are then secured or *developed*. Along the way students prepare a *reflection journal* documenting their process and thinking experiences while working on their capstone. Each student was required to *consult* with someone outside of the course who may be a supervisor, content expert, instructor, designer, or perhaps a target audience member. In the end, students *critique* the final unit with a set of provided guidelines and instructional principles checklists and *rubrics*. All deliverables (designs, materials, critiques, journals) are posted on a *Capstone Showcase Website* that students create and link to their M.S. digital portfolio.

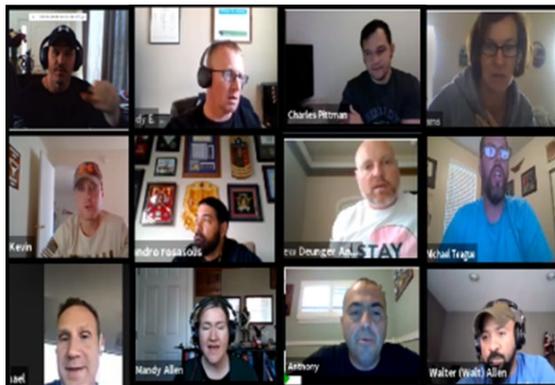
The summer session is nearly over, and the variety of projects-in-process demonstrate *diversity of ideas* and experiences, *high quality* instructional-design thinking and skills, and *abilities to apply* their learning. Design documents and storyboards have been thoughtfully laid out to include *cognitive strategies* that engage the audience in deep learning. *Reflection strategies* engage the audience in thinking about their own learning. The units are populated with plans for *interactive sessions*, live/online, synchronous/asynchronous, with multiple types of resources, and individual/team work. The breadth of design solutions is great, indicating *creative and purposeful* instruction.

There are two sections of this course being conducted this semester. One is with our traditional residency program and one is with our fully online students that includes a cohort of 10 fellows from the **U.S. Army Sergeants Major Academy** at Fort Bliss, TX, and 2 student veterans who are now engaged in contract work with the military.

The residency students have been working, under the supervision of Dr. Rob S. Pusch, on projects like Arabic sentence structure; plant lifecycle; potato lightbulbs; English past tense; French preterite tense; English for 3rd-grade Chinese students; testing fundamentals; position-specific football safety skills; student athletes' time management; the "define" phase of project management planning; technology training for teaching assistants; remediating course *.pdf's; designing infographics; and avoiding heroin.

The online cohort of fellows and veterans have been working, under the supervision of Dr. Tiffany A. Kozalka, on projects like testing for fuel system icing inhibitor field blending additives into commercial jet fuel; army combat fitness test training plans; army combat fitness test leg-tuck event; joint sustainment operations training for sergeant majors; new expert infantrymen badge instructor/grader instruction; explosive ordnance disposal team leader certification preparation; global combat support system—army GCCS-A training; F107 sustainable readiness—army force management; S302—department of professional study work measurement and efficiency; human trafficking awareness training for cosmetologists.

Student comments suggest that this course engages them in thinking deeply about instruction beyond the ideas of bringing together text, graphic, and learner interaction into a profession that is complex, dynamic, and multifaceted. It is a real test of their abilities and confidence to do the work of an Instructional Designer. Instruction is purposeful, its purpose is to facilitate learning—to close knowledge, skills, and attitude gaps based on principles of learning, instruction, communication, media design, instructional strategies, and other factors related to learning. If anything, this course has given each student an opportunity to bring together concepts, ideas, experiences, and different modes of thinking to help others succeed. ■



Students of IDE 737 online course in Summer 2021.

VIA ZOOM, SYRACUSE UNIVERSITY

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 Department. You can also call us directly at +1 (315) 443-3703.

Thank you so much for your ongoing generosity! Your gift makes a difference for our IDD&E students.

Call for Information

Do you have any news, publications, presentations, awards 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, presentations, 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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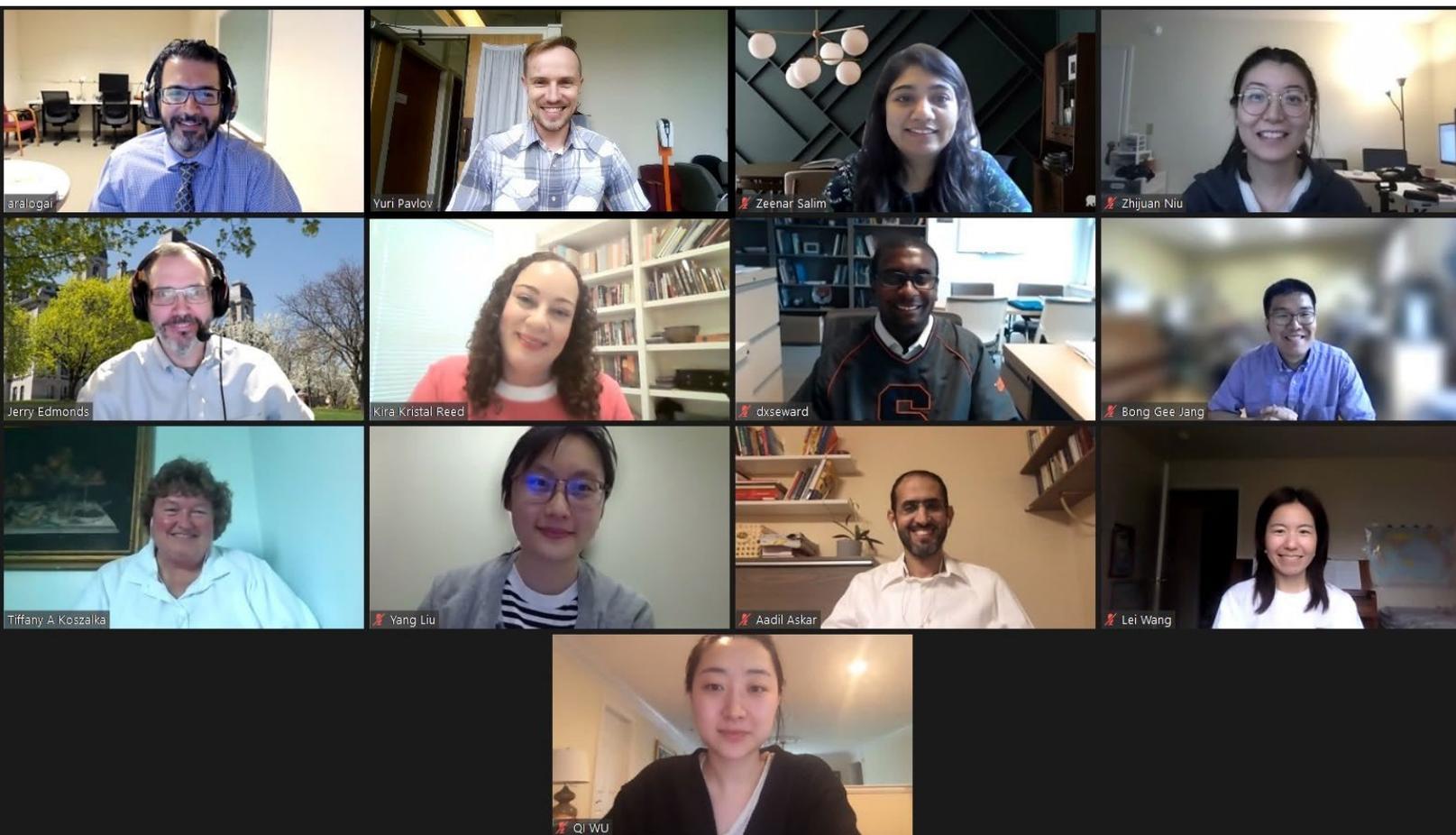
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Connected through IDD&E

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 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 is the picture of the participants in the dissertation defense of doctoral student Abdulrahman Alogaily (Saudi Arabia) on June 22, 2021, via Zoom. The dissertation title was *Validation and Perceptions of an Advance Organizer on Main Elements of Research: Philosophical Assumptions, Paradigms, and Praxis*.

Top row (left-to-right): Abdulrahman Alogaily (defender), Yuri Pavlov (doctoral student), Zeenar Salim (doctoral student), Zhijuan Niu (Jenny, doctoral student). **Second row** (left-to-right): Dr. Gerald Edmonds (committee member), Dr. Kira Reed (dissertation defense chair, Whitman School of Management), Dr. Derek Seward (outside reader, SOE Counseling & Human Services), Dr. Bong Gee Jang (outside reader, SOE Reading & Language Arts). **Third row** (left-to-right): Dr. Tiffany A. Koszalka (dissertation advisor, committee member), Yang Liu (doctoral student), Dr. Aadil Askar (committee member, King Saud University), Lei Wang (doctoral student). **Bottom row**: Qi Wu (doctoral student).