IDD&E Spotlight

Issue 28 • Fall 2021 • A.Y. 2021-2022

Inside This Issue

Syracuse University
Instructional Design, Development and Evaluation

A Message from the IDD&E Faculty

The IDD&E faculty, staff, and students again successfully worked through a challenging summer and Fall 2021 semester, facing issues associated with COVID-19 and a quickly growing student base. All courses were run successfully as in previous years, and the Spring 2022 courses are about ready to begin.

This Fall 2021 we started a process of searching for a new faculty member who will be housed in IDD&E and play a significant role in the new Syracuse University Cluster in Virtual and Immersive Interaction (V.I.I.). Dr. Jing Lei took a well-deserved research leave and will provide insights in the next issue of the *IDD&E Spotlight*. Dr. Moon-Heum Cho served as the interim chair in Fall 2021. Dr. Tiffany A. Koszalka continued to manage the Middles States data collection and

analysis and served on several committees to cover Dr. Lei while she was on leave.

Thanks to all who worked in front of, and behind, the scenes of a quickly growing and very productive IDD&E Department. Special thanks to Rebecca Pettit who manages all of the Department logistics and cares for our students and faculty in wonderful ways. And special thanks to all of our partners in teaching, research, service and our graduates and alumni who continue to support and help IDD&E move forward.

We wish you all a safe and productive year as we move into 2022! Be safe! ■

IDD&E Faculty
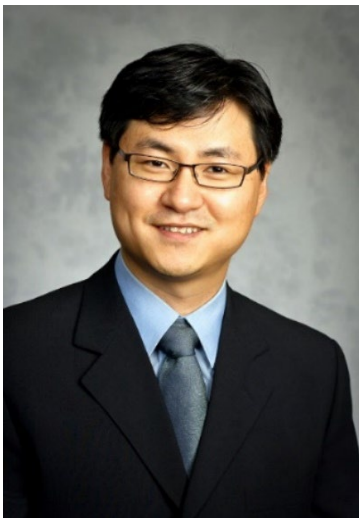
MOON-HEUM CHO

JING LEI

TIFFANY A. KOSZALKA

New IDD&E Students

IDD&E Welcomed New Students in Fall 2021

The annual IDD&E New Student Orientation was held on August 25, 2021. In academic year 2021–2022, the IDD&E Department has 36 new master's students, including 14 from the military cohort at Ft. Bliss (TX), 15 new C.A.S. students, and 1 new doctoral student. This is a 2% increase as compared to the previous year, which indicates that the IDD&E program is steadily growing. ■

IDD&E new student orientation. SYRACUSE UNIVERSITY, AUGUST 25, 2021

IDD&E new student orientation—online participants.
SYRACUSE UNIVERSITY, AUGUST 25, 2021

Students in the *IDE 552 Digital Media Production* class.
SYRACUSE UNIVERSITY, SEPTEMBER 9, 2021

Students in the *IDE 631 Instructional Design 1* class.
SYRACUSE UNIVERSITY, AUGUST 30, 2021

Spotlight on Hemalathaa K. Y.

My Journey: Upward and Onward!

Hemalathaa K. Y. is a first-year doctoral student from India. In this interview, she shares with us her reasons for studying IDD&E and what her experience has been so far after one semester of coursework.

What motivated you to study IDD&E?
I've always enjoyed keenly observing ways in which instruction is delivered and the impact it has on learners. In India, I worked with three different international baccalaureate schools. Each strives to constructively use technology and instructional design (I.D.) both inside and outside the classroom to reach different stakeholders. I created whole class experiences for meaningful instructional, collaborative, and reflective moments in the teaching and learning process by employing an inquiry-based approach. Whether a physics facilitator or a college advisor, I aimed to design learning experiences that would result in the acquisition and application of the intended knowledge, skills, and attitudes by learners. I visited universities around the world and noticed how the path of I.D. was evolving in primary, secondary, and tertiary education. My training in electronics, computer science, and education as well as my professional career experience help me better understand how we design learning experiences to solve real-world I.D. barriers in organizations and institutions. All this motivated me to pursue a Ph.D. in IDD&E.

Hemalathaa K. Y.
Syracuse University, September 2021

Why Syracuse University?
I had spent a couple of months reading course outlines of various Ph.D. programs at different U.S. universities. I wanted a program relevant to the I.D. career rather than one that's a mere combination of courses such as EdTech or EdPsych. While reading the Syracuse University **IDD&E Student Handbook**, I knew IDD&E was for me. During the application process, I received great support from faculty, staff, and Ph.D. peers, one of them was Yuri. The virtual conversations with Yuri and his lived experiences in the program helped me make the decision to study at Syracuse University (SU). A predefining factor was studying at an R1 university with motivating and supportive faculty members and peers. Receiving an SU fellowship changed my life in leaps and bounds. Being the first woman in my family to study abroad has been truly one of the best episodes of my life.

What has been your experience so far in the program?
Being a risk taker has been the theme of my fellowship life for the past few months. I successfully completed five thoroughly enjoyable courses in the Fall semester and Winterlude. Every course kindled the inquirer in me to deeply understand and question the underlying knowledge and theoretical concepts while simultaneously apply them in the real world. Day after day, I am actively working towards growing into a progressive reader, listener, and writer. I hope these learning experiences will lead me to explore various research areas within I.D. and prompt inspiring phenomena and sapience.

What are your current ideas about your future?
As a woman of letters, I want to grow into an expert in the field and learn to bridge the gap between I.D. pedagogy and practice. I want to be identified as an architect of learning experiences who can bring research-driven solutions to numerous I.D. interventions in academia and other fields. The rapidly changing learning landscape demands I.D. intervention in many ways. Additionally, the pandemic has created a change in thinking in the way teaching, learning, and work/task accomplishment are taking place today and created a great demand for I.D. experts in numerous fields. I am waiting to catch sight of the social impact I can make with all the knowledge and skills to be gained from this program and broaden my career opportunities. ■

Spotlight on Violetta Soboleva

Ambitious Plans to Use Instructional Design in Russia

Violetta Soboleva is an M.S. IDD&E student from Russia who came to Syracuse University as a Fulbright scholar. In this interview, she describes her interest in instructional design and how she intends to apply the IDD&E knowledge in the future.

What experiences in Russia led you to the U.S. to study instructional design?

I was led here by curiosity and desire to make the world better. With the background in primary education and EFL teaching in Russia and a semester in Autonomous University of Barcelona in Spain, I realized that the problem of the Russian K–12 education is not only school textbooks but also teachers and the methods they use. For my bachelor thesis, I researched Content and Language Integrated Learning (CLIL), which is not as recognizable in K–12 in Russia as it is abroad. I found that in order to implement this approach in Russia, we need to develop instructions for teachers and universities which can clearly delineate ways of using CLIL in the classroom. Unfortunately, as an undergraduate student I had little knowledge, much less influence, to make it happen. Plus, the world does not appear to be as simple as find a problem, create a solution, and implement it. There are multiple ways of investigating the problem origin. It can be problems of motivation or other aspects that cannot be fixed with instruction—I can see it right now, after a semester in the IDD&E program.

Violetta Soboleva. SYRACUSE, SEPTEMBER 2021

What excites you about the IDD&E program at Syracuse University?

The beauty of instructional design by which the courses here were created. As a person who is passionate about technologies, I like that all of our projects have a place for creativity—be it on the website, in the knowledge base, within an instructional prototype, for a video or other medium. Various research paper-based and practical skills-based tasks help me remember the course material and implement it into different real-world situations, make the best use of course books, review information at appropriate intervals. The interconnectedness among the courses fascinates me. Back in Russia, there is not much practice on evidence-based course design, so sometimes it was absurd that professors told us one thing about teaching but themselves did the opposite in the classroom. How were students supposed to learn?

What parallels, if any, do you find between instructional design in the U.S. and in Russia?

This is a most challenging question to which I don't have an answer. In the attempt to understand what instructional design is, some people ask me: "It's like you create online courses?" True, but it is much broader, and I don't know yet how to explain it in a few words. I think, a similar word in Russian to refer to an "instructional designer" would be a "methodologist." I guess people who create rigorous instructional materials by using a systematic instructional design process can call themselves instructional designers. Still, I have never heard the phrase "instructional design" back in Russia.

How do you intend to apply instructional design knowledge and skills in the future?

As I said in the beginning, I have a very ambitious plan—make the world better. By the end of this master's program, I may narrow down my ideas, start working in a university in Russia, and help change the system from below by creating instructional materials for professors, new syllabi for students, evaluation plans for administration. I also plan to engage in research. With the new knowledge of planned change and innovation, I hope to help introduce the CLIL approach to public schools. Additionally, nowadays teachers need guidance around using technologies in the classroom—they weren't taught how to do it in their universities. There is a lot of work to do after I come back to Russia. ■

I Dream to Build an Ed Research Lab at Home

Hafiz Awais Afzal is an M.S. IDD&E student from Pakistan. He is an aspiring young leader, entrepreneur, and full-stack developer with the desire to help people bring change in the education system of Pakistan.

I started with the belief that everyone has exceptional skills—they just need a true leader who can guide them towards the right direction. I decided to cover the gaps I faced during my educational journey by co-founding a society named Inspire to provide free entry test coaching and admission consultancies in my city of Okara, Pakistan. After one year, Inspire raised 3 million rupees ($40,000) and converted into a social venture named Aspire Education Solutions. Soon Aspire was a famous entity in Okara and impacted the lives of 300 deserving students. When I started my journey, I was a freshman at university, and the load of professional responsibility led to my academics being compromised. Consequently, I had to resign from Aspire.

I then took another chance in 2015 and co-founded Ment-Hub as a CTO. Ment-Hub was designed to provide virtual mentorship to young startups. I won the Startup Weekend Lahore. In 2016, I came to the U.S. through the Global UGRAD exchange program and, again, had to resign from the position in the startup. I co-authored the report **"Beyond the buzz: A deep dive into startup ecosystem"** in Pakistan as a community manager at Social Innovation Lab in Lahore, Pakistan.

After two failed attempts to launch the startups, I founded Rahnumai in 2016. Rahnumai aims to provide a one-window solution to students and universities for their problems. I won many national and international recognitions for this work. I became an Acumen Fellow as an impact leader in 2019. I won Recognized Leader in Higher Education Enrolment & Counselling—Pakistan Award by Corporate Vision Magazine in the U.K. in 2020. I was awarded with Excellence in Education Award by Global Forum for Education and Learning in the U.S. in 2021.

As COVID-19 badly affected the education arena, being an educational management player, I had to pause all on-ground activities. My 10-year journey has helped me understand the local educational infrastructure, its problems, opportunities, and gaps. I believe now is the right time to get the theoretical knowledge about my desired fields according to a global perspective. I completed my whole education on

Hafiz Afzal. Los Angeles, 2021

zero fee under different prestigious scholarships. So, I decided to apply for Fulbright.

Fulbright has given me an option to join the M.S. IDD&E program at Syracuse University (SU). It was the first time when I heard the name of this degree. Initially I thought it was not relevant to my goal to build a state-of-the-art educational research lab in Pakistan. When I explored the courses, I realized it would directly impact my current and future work. My journey has all been about instruction—designing a course, providing counseling, developing a universal application portal, or being a trainer. The degree is covering the diverse skillset that is required for an EdTech or educational research person.

My first interaction with professors, management, and my peers proved my decision right. I have never felt I am running behind. I was always following the concept of learning, teaching methodologies, professors' accommodating behavior, inside or outside class. Professors focused on our content instead of the perfect structure of English. I was not used to this behavior at the graduate level. As an educationist and student counselor, I have always believed a degree is all about community experience inside or outside classrooms. You can get the technical knowledge from the Internet in this age. This is what exited me the most about my life at SU.

I was technically and practically strong in many domains. IDD&E has empowered me with logic and theory behind these processes. Even after one semester, it made me capable enough and I started critically analyzing my previous work, the courses I had designed, the flaws in the current educational structure in Pakistan. I learned different tools and methodologies that I had never seen before. I believe, once my degree is completed, I will get most of the necessary skills that are required to fulfill my dream of an educational research lab. The purpose of this lab will be to utilize the data of our one-window solution and design technologies, recommendations, and policies for the government and education sectors. ■

IDD&E Student Productivity: July-December 2021

PUBLICATIONS

- Prakasha, G. S., **Hemalathaa, K. Y.**, Tamizh, P., Bhavna, B., & Kenneth, A. (2021). Online test anxiety and exam performance of international baccalaureate diploma programme students under e-proctored exams amid COVID-19. *Problems of Education in the 21st Century*, *79*(6), 942–955. **https://doi.org/10.33225/pec/21.79.942**
- Yang, X., & **Liu, Y.** (2021, August). Supporting students' reflection in game-based science learning: A literature review. In R. Li, S. K. S. Cheung, C. Iwasaki, L.-F. Kwok, & M. Kageto (Eds.), *Blended learning: Re-thinking and re-defining the learning process* (pp. 119–131). Springer. **https://doi.org/10.1007/978-3-030-80504-3_10**

CONFERENCES

- **Liu, Y.**, Liu, R., & Lei, J. (2021, November 5). *The effect of an experiential learning theory-based immersive virtual reality learning environment on students' learning performance* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- **Niu, Z.**, **Wu, Q.**, & Koszalka, T. A. (2021, November 4). *Investigating cognitive presence and content knowledge levels in asynchronous online discussion of distance education: A collective case study* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- **Pavlov, Y.** (2021, August 21). *Dissertation Working Group—support group and distributed leadership* [Conference session]. Lifting new voices: Advancing equity in leadership, 2021 Leadership Academy Conference of the National Association of Graduate-Professional Students, Washington, DC, USA. **[Link]**
- **Wu, Q.**, **Niu, Z.**, & Koszalka, T. A. (2021, November 4). *A longitudinal study exploring levels and patterns of social presence in asynchronous online discussions* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- **Yang, T.**, **Niu, Z.**, & Lei, J. (2021, November 4). *The relationships among social presence, cognitive process, and knowledge construction in asynchronous online discussions (AODs)* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Lei, J., **Salim, Z.**, & **Liu, Y.** (2021, November 5). *Technological challenges and pedagogical lessons: Understanding K-12 online learning from parents' perspective* [Paper presentation]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.

WORKSHOPS

- **Pavlov, Y.** (2021, November 17). *How to use APA Style with Mendeley* [Online workshop]. Syracuse University, Syracuse, NY, United States. **[Link]**

Students in the *IDE 552 Digital Media Production* class. SYRACUSE UNIVERSITY, SEPTEMBER 9, 2021

Spotlight on Micah Shippee

"I Enjoy What I Do": Dr. Micah Shippee

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

Micah Shippee (IDDE Ph.D. '16) is an adjunct professor in the IDD&E Department at SU. In the 2021–22 academic year, he teaches IDE 621 Principles of Instruction and Learning, IDE 761 Strategies in Educational Project Management, *and* IDE 764 Planned Change and Innovation. *He is also a CEO and a Social Studies middle school teacher in Liverpool, NY. This interview has been edited for length and clarity.*

What pulled you into instructional design?

As I was reconsidering my career goals in 2005, I contacted **Dr. Phil Doughty** here in the IDD&E Department. He shared stories of successes, international connections, and the ability to leverage instructional design superpowers on a global level. I was excited, and he sold me on the department. The C.A.S. program was a good fit for me, although at that time it was a 60-credit-hour graduate program. Then in 2007, I continued with the IDD&E doctoral program.

How did the years in IDD&E change you?

The understanding of why things work. As a teacher, you intuitively recognize when students are engaged—which activity or style of instruction works. When one understands the "why," it helps replicate and scale up one's work. For instance, when I taught my classes, I used simulations in the classroom to foster empathetic understanding of our historical content. These led to deeper, more meaningful conversations about the human experience in the past and how it related to the present.

Micah Shippee. 2019

Were there any particular courses or themes in your doctoral program that helped you grow the most?

Three courses stood out: *Motivation in Learning and Instruction* (Rob S. Pusch) had the most impact on my practice; *Planned Change and Innovation* (Chuck Spuches) influenced my research, and *Instructional Design and Emerging Technologies* (Tiffany A. Koszalka) was central to my dissertation and current work. In my teaching courses before IDD&E, I had not taken anything on Bandura or motivational design, I had even not heard about Ruben Puetendura's SAMR model. These things are very relevant for a teacher, but I only learned them as a post-graduate student in our program.

What happened after you defended your dissertation?

In 2015, one year before I completed my study, I connected with a professional development agency that worked with teachers across the world and trained them on improving practice using Google or Apple products in the classroom. From 2016 to 2019, I worked for different companies as a consultant and sometimes independently as a keynote speaker or EdTech guru delivering an inspiring message about why we teach, how we improve our classroom-based practice, or how a certain tool works. In 2019, several colleagues and I were working on a book, and we were calling it "Ready Learner One."[1] In the middle of the writing process, we decided that the book name was a better name for a company, so we changed the name of a book to **"Reality Bytes"** (2020) and the company became "Ready Learner One." Initially, we were focused on augmented and virtual reality professional development for schools. With the COVID-19 pandemic, the company focus pivoted to supporting educators in a hybrid model. Before starting the company, I worked with the Google Earth team and became the lead for the East coast for Google Earth Education Experts. In this role, I worked both with my own students and students around the planet, including in Yellowknife Northwest Territory (Canada). With my students, we used Google Earth tools **in a collaborative project** for a global audience to create a narrative—digital storytelling—focused on understanding our local community needs using maps and media. ►

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[1] The title "Ready Learner One" is an allusion to "Ready Player One" (2018, Warner Bros.)—an adventure movie set in 2045 in which protagonists use virtual reality simulation to accomplish challenges in order to obtain an immense fortune.

Spotlight on Micah Shippee

What kind of projects does Ready Learner One do?
Ready Learner One, in effect, is a holding company in the learning and design space. It has a K–12 educational consulting company called **ChangeMaker**, a corporate consulting agency focusing on instructional design, and **RL1 corporate course company** where people can take courses anytime anywhere for continuing-education credit. In both the corporate and the education side, we build self-paced courses with Rise Articulate—most of them are video/webinar type courses, and we have over a hundred of them on our education platform right now.

You returned to Syracuse University to teach in 2020. What brought you back?
Teachers want to teach. I enjoy what I do. I taught online courses at Ashford University (CA) and at Le Moyne College (NY). Being back at Syracuse University is like coming home—it's the place where I learned a lot of the skills I apply in my work. I think it's very important that I share, not for my own benefit brag, but as an example of what our students can do with this degree. The beauty of our IDD&E program is that while there are heavy theoretical foundations, there are also tangible applications to inform practice. We're not just thinking about our thinking or participating in some metacognitive exercises, it's that we are doing. I want people to be excited about what our program can prepare them to do.

What do you think the instructional design field is currently missing in preparing students in terms of skills, competencies, networking experiences, or knowledge?
The field in general has to be very attentive to artificial intelligence and its role in creating responsive learning scenarios. From the COVID-19 pandemic, businesses are realizing that instead of flying people around the planet to get training, they can do it right in their phone or at their office space—and do it very well. That "very well" part is our job as instructional designers, and we have to improve on that. That said, I am a firm believer in understanding the core of theoretical frameworks instead of just understanding goals that build on top of that. I think, artificial intelligence and responsive design are the "what," and they are the next step. We know what works, but why? The "why" is our theoretical framework, and the more we understand why, the better we can strengthen and scale our practice. I also think instructional design students need hands-on experience with *the* latest technologies. Not just learning how to create a video, but create a video using *the* most popular video program out there. Not just how to design courses with Blackboard or another traditional LMS, but design it with *the*

Micah Shippee teaches IDE 621 in Fall 2021. Yuri Pavlov

latest technology. Not everyone in a graduate program wants to be an academic—we are educating and training people on the practice employing hands-on experience with the latest media.

In terms of learning, what is the added value of virtual reality to what we're already doing well as instructional designers?
Virtual reality amplifies instruction by increasing experiential knowledge. If we could put students in a chemistry lab and have them mix chemicals that blow up, they will learn about chemicals and explosive combinations better than an instructor simply telling them: "Don't mix those two chemicals together in a live lab." The barrier to entry is expensive, but like Moore's Law teaches us, costs are going down. I have a friend who designed for a large oil company a whole VR experience to demonstrate how to load a tank with fuel and not spill it. For him to develop that cost $350,000. One spill for the oil company costs $35,000. The return on investment is not tough to sell when you frame it that way.

Going forward, what do you want to be known for among students and scholars-practitioners?
I want to be thinking about what is next in learning as a futurist in the instructional design space. One who is constantly pushing the envelope of learning technologies with solid foundations of theoretical frameworks at my back.

For more information about Micah's work engagements, please visit his websites at **micahshippee.com** *and* **readylearner.one**. ∎

Faculty News

IDD&E Faculty Productivity: July-December 2021

PUBLICATIONS

- Cheon, J., Cheng, J., & **Cho, M.-H.** (2021). Validation of the online learning readiness self-check survey. *Distance Education*, *42*(4), 599–619. **https://doi.org/10.1080/01587919.2021.1986370**
- **Lei, J.** (2021). eLearning in higher education: Developing trends and issues to be resolved. In China Association of Higher Education (Ed.), *Voices on the construction of higher education system with Chinese characteristics*.
- Hall, J. A., Widdall, C., & **Lei, J.** (2021). Preparing for virtual student teaching: A presence + experience design case. *TechTrends*, *65*(6), 963–976. **https://doi.org/10.1007/s11528-021-00660-2**
- Zhang, L., Cheng, J., **Lei, J.**, Wang, Q., & Yang, F. (2021). Using digital canvas to facilitate student questioning in large lecture classes: A mixed-methods study. *Interactive Learning Environments*, 1–12. **https://doi.org/10.1080/10494820.2021.2007135**

CONFERENCES

- **Cho, M.-H.**, Oh, E. G., Chang, Y. (2021, November 5). *Understanding MOOC learners: Dynamic interplay among goal achievement, perceived learning, satisfaction, and intention for further learning* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- **Lei, J.**, Salim, Z., & Liu, Y. (2021, November 5). *Technological challenges and pedagogical lessons: Understanding K-12 online learning from parents' perspective* [Paper presentation]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Hall, J., **Lei, J.**, & Widdall, C. (2021, November 5). *Preparing for virtual student teaching: A presence + experience design case* [Paper presentation]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Hall, J., **Lei, J.**, & Wang, Q. (2021, November 5). *Building community, supporting presence, and developing TPACK in a large-scale, online course for student teachers* [Paper presentation]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Kizil, I., & **Lei, J.** (2021, November 5). *DDL-distance education in elementary schools during the COVID-19 pandemic* [Poster presentation]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Yang, T., Niu, Z., & **Lei, J.** (2021, November 4). *The relationships among social presence, cognitive process, and knowledge construction in asynchronous online discussions (AODs)* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Honebien, P. C., Spector, M. J., Reigeluth, C. M., & **Koszalka, T. A.** (2021, November 5). *To prove or improve, that is the question: Comparative, confounded Research in ETR&D* [Paper presentation]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Niu, Z., Wu, Q., & **Koszalka, T. A.** (2021, November 4). *Investigating cognitive presence and content knowledge levels in asynchronous online discussion of distance education: A collective case study* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.
- Wu, Q., Niu, Z., & **Koszalka, T. A.** (2021, November 4). *A longitudinal study exploring levels and patterns of social presence in asynchronous online discussions* [Conference session]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA.

SPONSORED RESEARCH

- **Koszalka, T. A.** (2021). *NSF REU—Summer research experiences in PTSD with undergraduate students from around the country*. PI: Keven Heffernan (Syracuse University). [Participated as outside evaluator in Summer 2021]

INVITED TALKS

- **Koszalka, T. A.** (2021, November 2–3). *AECT Early Career Symposium* [Virtual sessions]. 2021 International Convention of the Association for Educational Communications and Technology, Chicago, IL, USA. [Invited senior community mentor for early scholars]
- **Koszalka, T. A.** (2021, September). *2021 Fellows Graduation Celebration*. U. S. Army Sergeants Major Academy, Ft. Bliss, TX, USA. [Celebrating the second cohort of fellows completing the online Master of Science degree in IDD&E from SU]

GRANTS

- Tang, Y. (PI), **Lei, J.** (Co-PI), & Rahman, F. (Co-PI). (2021). Collaborative research: SaTC: EDU: Developing instructional laboratories for blockchain security applications. The NSF. Amount awarded: $359,993. (Award number: 2104532).

Alumni Spotlight on Ekaterina Tretiakova

Contexts Are Vital for Effective Solutions

Ekaterina Tretiakova (M.S. IDD&E '21) is a recent IDD&E alumna from Russia. In this interview, she shares with us what brought her in the IDD&E program, what she thought of it, and what her immediate future looks like.

What brought you into instructional design?

I have been working as an English instructor in an I.T. company for seven years. During these years, my colleagues and I have been requested to, what I'll now call, close gaps in knowledge, skills, and attitudes of our employees. One day we were to develop a pronunciation training, another day a public speech training, then boost the employees' confidence in answering phone calls. These are just a few examples. It was challenging for us to start the development from scratch, and our usual approach was to go to the market and check what was available. We would try to adopt or alter something—in the end, I'd say, we only partially closed, or rather covered up, the gap. The need to learn to produce a better, more effective product made me go and look where and how I can close my own gap. That is when I embarked on studies for a master's in Instructional Design.

What did you like most about the IDD&E program?

Apart from mastering the fundamental principles, theories, and models regarding learning and instructional design, it was incredibly curious and interesting to dive into the "melting pot" of cultures. I encountered a variety of cases from different countries. The cases we discussed were from K–12, higher education, and corporate environments. Doing the front-end-analysis of each case with other students, I understood how cultural, political, and religious contexts are vital for the solution to be implemented *and* be workable. I met students from all over the world and learnt about education in their countries, mindsets, and outside-the-box approaches to the organization of learning.

Ekaterina Tretiakova at the Syracuse University Graduation ceremony. Syracuse, May 2021

If you could improve your experience in the IDD&E program, what would you suggest?

I sometimes questioned myself, "Why are we reinventing the wheel?" What I mean is, some projects that we developed were real projects from the places where students worked, but at times the teams had to "invent the project" and, as a result, launched projects that were already available on the market like design of instructions for teachers on how to use certain functions of Microsoft Teams. In my opinion, it could be invaluable to work on authentic cases and requests coming from schools/ departments/ units of Syracuse University or businesses. I was lucky to take part in one of the hackathons in instructional design, where teams were requested to come up with a prototype of a solution for real cases introduced by logistics, medical, pharmaceutical, engineering, and other companies. It was eye-opening for me because I discovered that all the cases were to do with motivation and attitude problems. I believe students could be more engaged and feel more responsible when they tackle real client's cases and afterwards present solutions to the client. No doubt, it is much more stressful than to present in front of the class, but this is what we are to do after graduation.

How does your immediate future look like now that you graduated?

I definitely take a more active part in designing trainings in the company and share the experience I gained at Syracuse University. Apart from my regular work, I am intent on doing research in human force development, which might shed some light on how to better organize the conditions for learning in companies practicing hybrid working models. ■

Alumni News

IDD&E Alumni Productivity: July-December 2021

PUBLICATIONS

- **Hall**, **J. A.**, Widdall, C., & Lei, J. (2021). Preparing for virtual student teaching: A presence + experience design case. *TechTrends*, *65*(6), 963–976. **https://doi.org/10.1007/s11528-021-00660-2**
- Neumann, K. L., Short, C. R., **Hall, J. A.**, & Alvarado-Albertorio, F. (2021). Introduction to the special issue on blended and distance learning for P-12 contexts. *TechTrends*, *65*(6), 908–910. **https://doi.org/10.1007/s11528-021-00676-8**
- Alqahtani, M. M., **Hall, J. A.**, Leventhal, M., & Argila, A. N. (2021). Programming in mathematics classrooms: Changes in preservice teachers' intentions to integrate robots in teaching. *Digital Experiences in Mathematics Education*. **https://doi.org/10.1007/s40751-021-00096-6**
- McCormick, K., & **Hall, J. A.** (2021). Computational thinking learning experiences, outcomes, and research in preschool settings: A scoping review of literature. *Education and Information Technologies*. **https://doi.org/10.1007/s10639-021-10765-z**
- Radloff, J., & **Hall, J. A.** (2021). Development and testing of the Draw-A-Programmer Test (DAPT) to explore elementary preservice teachers' conceptions of computational thinking. *Education and Information Technologies*. **https://doi.org/10.1007/s10639-021-10787-7**
- **Zhang, L.**, **Cheng, J.**, Lei, J., Wang, Q., & Yang, F. (2021). Using digital canvas to facilitate student questioning in large lecture classes: A mixed-methods study. *Interactive Learning Environments*, 1–12. **https://doi.org/10.1080/10494820.2021.2007135**

GRANTS

2021. SUNY Universal Design for Learning for Student Empowerment. Funding for the design, development, implementation and evaluation of Universal Design for Learning professional development for SUNY faculty and instructional designers provided by SUNY's Office of Disability, Diversity, and Nontraditional Student Services. Principal investigator: **Christopher D. Hromalik**, Ph.D.

INVITED TALKS

Hromalik, C. D. (2021, November 16). *Inclusive from the start: The Universal Design for Learning framework*. Invited presentation for the November 2021 meeting of the New York State Board of Regents, Albany, NY.

APPOINTMENTS

Elnara Mammadova (C.A.S. IDD&E '18) was elected a national consultant to UNICEF Azerbaijan on Inclusive Education (IE) and Universal Design for Learning (UDL). As a national consultant on IE and UDL, she designs and develops a training program for textbook authors and evaluation experts at the Ministry of Education of Azerbaijan. During the training design process, she used the coursework she created for her *IDE 632 Instructional Design II* course.

MEDIA COVERAGE

Elnara Mammadova shared the historical progress of **inclusive approaches in the society on disability** in Akinchi—a prominent online educational YouTube channel in Azerbaijan. In the video, she talked about designing an inclusive curriculum at the school and classroom levels. During the International Day for People with Disabilities at the Inclusion Festival 2021 event, she gave a virtual speech about **the ways of establishing inclusive attitudes in society**. She explained how medical and social approaches to disability evolved over the years. She used real cases to explain the implications of those approaches in real life. The event was organized by Kekalove Adaptive Fashion and funded by the U.S. embassy in Azerbaijan and Ottobock.

Elnara Mammadova. PURDUE UNIVERSITY, 2021

In Memoriam

The Instructional Design Field Lost a Giant Scholar

By **Thomas C. Reeves** | Ph.D. IDD&E '79

As an IDDE doctoral student in the late 1970s, I was first introduced to Professor Tjeerd Plomp and other University of Twente faculty and students by Professor Don Ely. Over the nearly 40 years of my career at The University of Georgia, I visited the University of Twente many times, and whenever I did, I was always made to feel especially welcomed by Tjeerd. He and I enjoyed long walks and fascinating discussions, and I ended up contributing four chapters with some of my students to books that Tjeerd co-edited. He was an amazing scholar and a true gentleman in the best sense of the word. Of course, so was Professor Don Ely. They collaborated on important scholarly undertakings such as editing *Classic Writings on Instructional Technology* and *The International Encyclopedia of Educational Technology*. I last saw Professor Tjeerd Plomp in December 2018 when we dined together with Professors Jan van den Akker, Susan McKenney, and Nienke Nieveen in Enschede (the Netherlands), the city where the University of Twente is located. I'll never forget these two exceptionally productive and kind scholars, Professor Don Ely and Professor Tjeerd Plomp. ■

Thomas C. Reeves is Professor Emeritus of Learning, Design, and Technology at the University of Georgia (GA). He can be reached by email at **treeves@uga.edu**. *His webpage is* **evaluateitnow.com**.

Dinner with Tjeerd Plomp in the city of Enschede in December 2018. *Left-to-right*: **Tom Reeves, Tjeerd Plomp, Jan van den Akker, Susan McKenney, and Nienke Nieveen**. THOMAS C. REEVES, THE NETHERLANDS, 2018

In Memoriam

Tjeerd Plomp, Colossal Figure in I.D., Dies at 83

By **Alexander Romiszowski** | Adjunct Associate Professor, IDD&E, Syracuse University

Tjeerd Plomp (June 20, 1938 — September 17, 2021), Professor Emeritus of Educational Science and Technology at the University of Twente, Netherlands, passed away on September 17, 2021. For the "younger" members of the IDD&E community, who did not get to know him personally, here are some recollections and basic facts. Tjeerd obtained his Ph.D. in Education in 1974 from Vrije Universiteit Amsterdam (The Netherlands). His thesis investigated individualized systems for mathematics education. This was my first, albeit "virtual", contact, as my own Ph.D. dissertation, "A study of individualized systems for mathematics instruction at the post-secondary levels" (defended in 1977) was influenced by his earlier work. However, Tjeerd is best known to the IDD&E community for founding Twente University's Department of Educational Science and Technology, known in Dutch as "Toegepaste Onderwijskunde" or "TO."

When I joined IDD&E in 1986, I learned that Tjeerd and his colleagues at TO had in 1981 launched their Educational Science and Technology undergraduate program, "aided and abetted" by the faculty of the Instructional Technology program (now IDD&E) at Syracuse University (SU). Tjeerd spent time at SU in those years and is still remembered by alumni and faculty of that period. Notable among the SU faculty was professor Don Ely, who spent whole semesters at TO, helping the faculty to **D**esign the curriculum; **D**evelop the courses; **I**mplement and **E**valuate the new program.

It was at that time that the Syracuse program changed its name from Instructional Technology to the current IDD&E. The official reason for the name change was that the word "technology" had been "kidnapped by the techies" so that the old name was no longer clearly understood as a *process* of applying science to solve instructional problems but rather as a set of *products*, like computers or videocams, used for instruction. But Don Ely told me that the name-change at SU was much influenced by interaction and collaboration with Tjeerd during the creation of the TO program.

My own interaction and collaboration with Tjeerd started some two years later, when I spent the Fall 1988 semester at TO as a visiting professor helping to design, develop, and implement a more advanced IDD&E-type masters' program to be offered at a distance to a worldwide target audience. This was the first of many such periods of academic interchange throughout the following years. One memorable assignment was as external reader of the Ph.D. thesis of Joseph Kessels. I recall this thesis ("Towards design standards for curriculum consistency in corporate education," 1993) as a most interesting and well-structured academic read—and clearly influenced by Tjeerd's advice and supervision.

Another reason for recalling this event is that this was my first experience of how a dissertation defense takes place in Dutch (and, I believe, many European) universities. The reading/assessment of the thesis and interaction with the student occurs earlier in a relatively informal, though rigorous, manner. The student already knows that s/he was successful before the "formal" defense—which is a theatrical occasion, full of pomp and circumstance, as illustrated by the attached photo of Tjeerd wearing his academic robes. Although this photo was not taken at a Dutch dissertation defense but in 2014 when Tjeerd was awarded an honorary degree by the University of Pretoria (South Africa), the splendor of the robes he wears is exactly what I remember from the event in Holland in 1993. ►

Tjeerd Plomp receives an honorary degree from the University of Pretoria. © University of Pretoria, South Africa, 2014

In Memoriam

▶ In addition to his work in Educational Technology, Tjeerd also performed other ground-breaking educational work. For example, as chair of the International Association for the Evaluation of Educational Achievement (IEA), he conducted research on student achievement in countries around the world. Also, since the early 1990s, he has been deeply involved in creating the emerging field of Educational Design Research. He has also been a frequent participant and keynote speaker at international conferences. The second photo is from one of these occasions at Teachers College at Columbia University (NY) in 2013.

In addition to his work in Europe and North America, Tjeerd has contributed in many ways to educational research and development in the "Global South," working on projects in countries such as Indonesia, Mozambique, and South Africa. My own last-but-one contact with Tjeerd was when he came to Brazil in 2018 as a keynote speaker at a conference of the Brazilian Association for Distance Education (ABED), invited specifically for his work on Educational Design Research. My last contact, described below, was at his home in Holland in 2020.

Since his time as Tjeerd's Ph.D. student in the 1990's, to his current role as Professor Emeritus at the University of Twente, Joseph Kessels has been a mutual friend—and it was Joseph who informed me personally of Tjeerd's passing. I was taken aback, because in 2020 I had visited Tjeerd at his home near Arnhem and he seemed to be in good shape. While returning to U.K. from a consulting trip to Kazakhstan, I made a stopover in Holland, to visit my two Dutch friends—first Tjeerd, who met me at the rail station a mile from his house. He walked briskly back home—and I had difficulty keeping up. During the next hours as we chatted, Tjeerd occasionally was forgetful of past events, but otherwise, our conversation did not seem to indicate any major issues. But I now recall that as I was leaving to catch a train to visit Joseph Kessels in Amsterdam, Tjeerd's wife, Emmy, escorted me to the door and told me, "Tjeerd is not really as well as the impression he tends to give." She repeated a comment he made during dinner—a phrase which has since appeared in his obituary: "I don't worry about the things I cannot do anymore, but rather I enjoy that which I still can do." ∎

Tjeerd Plomp delivers a keynote address at Columbia University.
© Columbia University, New York (NY), 2013

Perhaps the most recognizable of Tjeerd Plomp's works, by which novice instructional designers first hear about the scholar, are the two influential volumes called *Classic Writings on Instructional Technology* (1996, 2001) which he edited together with IDD&E's own Don Ely.
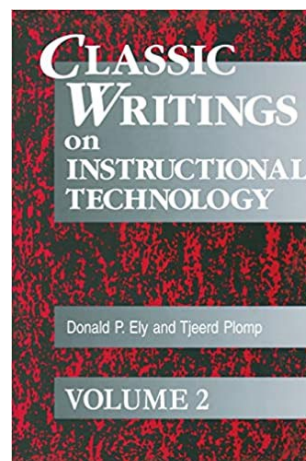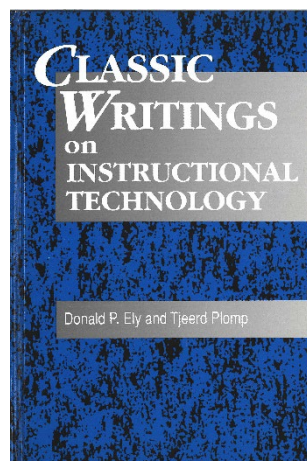
Your Contributions

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 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 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 **Hemalathaa K. Y.** at **hky100@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.

SOE | Syracuse University

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 is a picture taken during the IDD&E New Student Orientation held on August 25, 2021, in the Whitman School of Management (Syracuse University). The orientation was conducted in a hybrid format. The students who joined the event online can be seen on the screen behind the students who joined the orientation in person.