

# IDD&E Spotlight

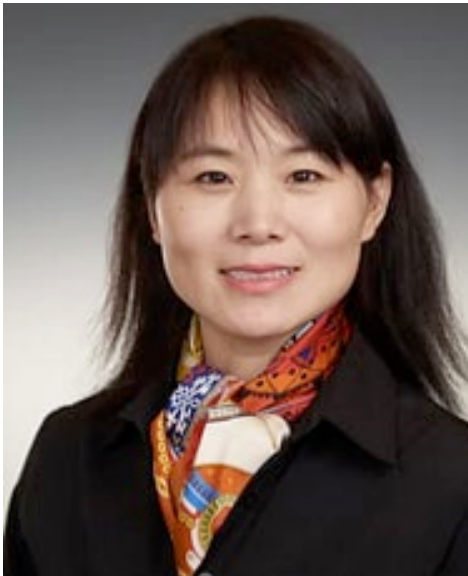
Issue 29 • Spring 2022



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# A Message from the Department Chair



Greetings from Syracuse! I hope you and your loved ones have been doing great and staying safe and healthy.

Despite the various challenges presented by the COVID -19 Pandemic and world events, our students have stayed focused and achieved their academic milestones through their hard work, dedication, and determination. During the 2021-2022 academic year, a total of 44 students successfully completed their graduate program and were awarded a CAS, or a MS, or a Ph.D. degree from IDD&E. Congratulations on your achievements! We wish you very successful and fulfilling careers!

Another exciting news is that, through a joint Virtual and Immersive Interactions (VII) Research Cluster Hire initiative, we will be welcoming a new faculty member, Dr. Silvie (Xiaoxia) Huang, as an Associate Professor to IDD&E faculty in August 2022. Dr. Huang brings a wealth of experiences in the field of instructional design and strong expertise in virtual reality research. She will help us expand our educational opportunities, enrich learning experiences, and further strengthen our research portfolio, directly contributing to the University's collaborative and cutting-edge research on virtual and immersive interactions.

There is also bittersweet news that, as part of the SOE staff reallocation and hiring plan, our office coordinator Rebecca Pettit has taken a new position as the Inquiry & Applications Specialist in the Office of Academic & Student Services. Exceptionally competent, responsible, reliable, and compassionate, Rebecca has touched every one of us with her kindness and helpfulness. We are very grateful for her great support to all of us and her invaluable contribution to the department and the whole IDD&E community. We are glad to be still working with her in her new role in SOE.

This newsletter provides a glimpse of the publications, presentations, and research projects that faculty and students have been engaged in. You'll also read great news about and from our alumni and friends regarding their work and life. We'll keep you updated with what's going on in the department and we look forward to hearing from you.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jing Lei'.

Jing Lei, Ph.D.

Chair

Professor of the IDD&E Department



## Welcoming New Faculty

# Dr. Xiaoxia “Silvie” Huang

By Dr. Jing Lei, Chair, Professor of the IDD&E Department



Award (Quantitative-Based Research) from the Association for Educational Communications and Technology's Division of Distance Learning and the Outstanding Reviewer Award from Educational Technology Research and Development, a journal which she serves as a consulting editor. She also has served as a reviewer for Computers in Human Behavior, Computers and Education, and The Internet and Higher Education.

Dr. Huang is currently Lead Program Evaluator for the US Army's Master Educator Course, assessing the effectiveness of this web-enhanced training program. Huang completed her undergraduate degree in English Language and Culture at Nanchang University, China (1996). After teaching English as a Second Language at her alma mater, she took a master's degree in English Studies (Applied Linguistics) at the National University of Singapore (2001). She then moved to the United States to pursue a Ph.D. in Instructional Systems from Florida State University (2007).

We are very excited to welcome Dr. Silvie Huang to the IDDE faculty. Dr. Huang brings a wealth of experiences in the field of instructional design and strong expertise in virtual reality research. She will help us expand our educational opportunities, enrich learning experiences, and further strengthen our research portfolio, directly contributing to the University's collaborative and cutting-edge research on virtual and immersive interactions.

### About Dr. Xiaoxia “Silvie” Huang

Dr. Huang, served earlier in the capacity of Associate Professor of Instructional Design at Western Kentucky University's School of Teacher Education for over 9 years. Dr. Huang's research focuses on designing and evaluating technology-enhanced learning environments and research-based learning strategies that support cognitive, affective, and motivational learning processes.

Dr. Huang's work is published or forthcoming in the British Journal of Educational Technology, Computers in Human Behavior, Contemporary Educational Psychology, Interactive Learning Environments, Journal of Educational Computing Research, Journal of Educators Online, Open Learning, and elsewhere. Her book chapters appear in Real-life Distance Education: Case Studies in Practice (Information Age Publishing, 2014) and Mastering Computer Skills Through Experiential Learning (Kendall Hunt, 2012). Among her awards, in 2015 Huang received both the First Place Journal Article

# Back in the classroom again... well, mostly Productive

By Dr. Tiffany A Koszalka, Professor IDD&E



In the spring 2022 semester the IDE 850 Doctoral Seminar in Literature Review was conducted with 10 doctoral students ranging from first year to those preparing for qualifying exams. This course is offered once every three years with a goal of immersing students in their research area through a carefully scaffolded literature review process. Students were introduced to processes and techniques to search and explore literature; engaged in creating sound arguments; supported in synthesizing literature in support of their arguments and offered constructive critiques from faculty and peers throughout the semester. We met in the classroom several times during the semester and twice in one-on-one meetings with the professor to share progress and discuss drafts of arguments, research questions, and literature review drafts. At the end of the semester each of the students gave a short presentation on their work and were given final feedback.

The topics of study were interesting and varied, including virtual reality for psychomotor skill development, STEAM Virtual reality with middle school students, personalized instructional videos, visualization of student performance in Asynchronous Online Discussions; instructional decision-making of award winning faculty; evaluating simulated patient training procedures; validating a learning resources rubric; developing validating a learning engagement and interactions observational protocol; motivation and student engagement in Asynchronous Online Discussions; professional dancers with disabilities.

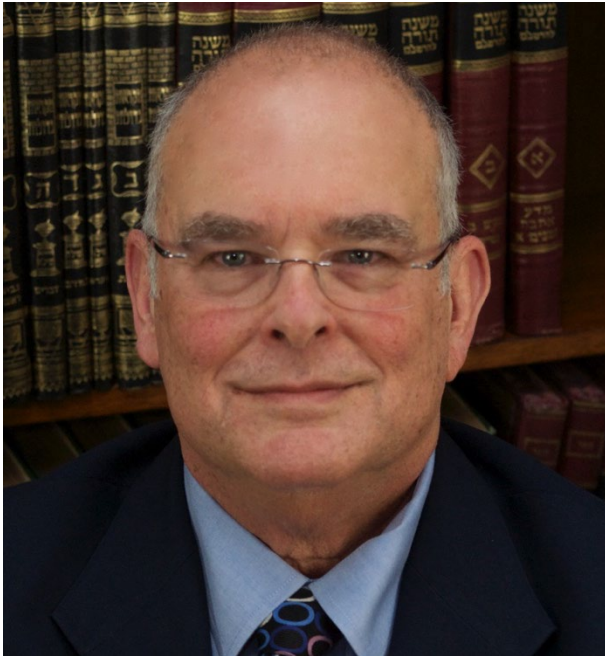
This variety of topics was full of fascinatingly diverse topics that provided students with ample opportunities to think differently and share thoughts with their peers, helping everyone develop more diverse perspectives about instruction and education, warranted arguments, research methods and techniques, and

the collaborative nature of inquiry. The classes began in the classroom where student was introduced to the process of literature review and shared a short guided prework activity where they each prepared and presented a draft of their key research questions and an initial argument for their work.

Definitions, format requirements, and examples were provided to help these students with this pre-work assignment. Then, throughout the remained of the course there were class sessions to discuss argumentation, review procedures to conducting a sound literature review, and share / receive feedback more fully on argumentation and literature review progress. In between the classes - held either in-person or in some cases through video conferencing - students had time to work on their literature reviews and meet twice for one-on-one discussions on their work. Although each student was at a different point in the doctoral program of study, each was able to make much progress in more deeply understanding the topic of study and in critiquing, selecting, and synthesizing literature to support the study argument.

Students also demonstrated a growing knowledge of how to create sound and logical arguments for scholarly works. All-in-all each student progressed to a deeper understanding of how to develop a deeper knowledge of an area of interest through literature review... and refined reflection activities and habits to query their own understanding of, and abilities to share, their works. Congratulations to all!

# Dr. Robert Tornberg



### **Why did you choose to teach an Evaluation course in the IDD&E department at SU?**

I work full time at the Office of Professional Research and Development at SU. Our primary service is to provide program evaluation - design, development, and implementation of evaluation studies of new and existing programs in, for example, education, workforce development, criminal justice, and health-related programs. Most of my work is done with K-12 schools and in higher education. I have always wanted to teach evaluation courses since I became an evaluator. When I received an offer to teach the IDE 641 course in IDD&E, I jumped at the opportunity.

### **How different is it to practice Evaluation work and teach Evaluation courses to students?**

I believe that the people who learn the most in any course are teachers. If I did not learn anything from teaching the course, then I failed in teaching, so I keep learning regularly as it impacts my work as an evaluator. Actively teaching the course helps me to be a better evaluator. I periodically share real world evaluation issues and case studies with my students to encourage them to think from different perspectives and bring valuable discussions to the class. It works in cycles; teaching evaluation makes me a better evaluator, but being an evaluator makes me a better teacher of evaluation. In fact, the ability to stop and think about what you are doing while performing an evaluation is difficult at times. Being a teacher forces me to think about evaluation from various standpoints and provides time to think as I prepare to teach my students.

### **How would you describe your Teaching Philosophy? How has it evolved over the years?**

I started teaching in 1974, which looked vastly different in those days. I thought teaching was all about me, 'teacher', speaking with the 'knowledge' going straight into students' heads which has drastically shifted my thinking over time. Prior to becoming an Evaluator, I had about 40 years of career in Jewish Education as a Head of School and have been involved in the evaluation process since 2010. I have developed a passion and commitment for a Constructivist approach to education as it argues teachers just facilitate the opportunity for students to learn. I do believe that we only learn when we have questions that we want to answer. I believe strongly in the project-based learning approach which is embedded into the evaluation course that provides an opportunity to collaboratively conduct an effective evaluation. Students must be provided with the opportunity to perform the evaluation themselves by gaining firsthand learning experience. The course is designed in a way to organically encourage dialogues where students get to post about a particular topic within evaluation instilling a constant flow of ideas in the community of learners.

### **In your opinion what are some of the traits that make an excellent adjunct professor?**

I think any professor should have the ability to listen to the students, care about the students and do whatever it takes to help interested students learn. What I care about is that the students learn, so my job is to do everything possible to help them learn, whether it is making accommodation with the timeline or sending in a reminder to get their work done on time. I go the extra mile to help students who are struggling and require support. Students have tough lives; I have had students from Afghanistan, and Russia in the past who are worried about their families and the situations back home. I am there for them. I am certainly passionate about the content, but I am more passionate about my students. This is particularly true from my own experience from school days where it was those professors and teachers whom I had built personal connections with that changed my life. So that's who I want to be as a professor.



# Chenyi Guo



### When did you get into the IDD&E program and what interests you in joining the program?

I got involved in the program in May 2021. I moved from Shanghai to Syracuse in September 2021 and will graduate this summer of 2022. There are two main reasons that got me interested in applying to Instructional Design, Development and Evaluation, M.S. at Syracuse University. Firstly, this program is quite intense, which was exactly what I was looking for. Secondly, this program has already attracted many students from all kinds of backgrounds and countries, which again attracted me to this program. As for my personal interest, I used to be an ESL language trainer, then I made a transition in my career and decided to devote myself to E-learning. I worked as an Education Product Manager at an E-learning company in Shanghai Zhanjiang High Technology Park (also called the 'Silicon Valley of Shanghai'). I handled designing the Adaptive Language Learning and Testing System. All these reasons motivated me to pursue IDD&E, M.S. program to build theoretical knowledge and systematic thinking.

### How did you learn about the program at Syracuse University?

One of my friends, a Ph.D. student here at Syracuse University, recommended the program to me. Then, I compared this program with other graduate-level programs offered at universities in the United States and later decided to apply for the program.

### You mentioned the two reasons that interest you in choosing the program. How has the program prepared for your future career based on these interests?

The most important thing that I learned here is the way of thinking. Theoretically and practically learned how to systematically solve a real problem. All the courses taken so far aim to shape your thoughts, and the thinking process will be useful in my future career. Whichever career I choose in the future, instructional designer, education policy researcher, or E-learning technologist, I think the thinking process will guide me in successfully carrying out my everyday roles and responsibilities.

### How would you describe your experience at SU so far?

First, the classroom is truly diverse and open. Diverse means that you have classmates from different backgrounds who bring a variety of experiences, knowledge, and thoughts to the classroom. Of course, which is all amazing, we do share a lot of similarities, and most of our classmates have educational backgrounds that enable us to discuss, debate and bring relevant examples from our own experiences.

Every course has a certain number of assignments and presentations, which are either carried out individually or in groups throughout the semester. These tasks encourage discussion in the classroom and provide an opportunity to express your opinion in class. There is no wrong or right answer given to a particular question. And you always have an opportunity to share different perspectives through experience and your prior knowledge. The evaluation system is designed for learners to grow and reflect. For example, if you are working on an assignment, you first need to submit a proposal. Then you try to update your proposal by absorbing the different opinions from your peers. For the next step, you try to present your work and finally you submit a final report. The assignment involves systematic and sequential steps, providing ample opportunity to progress. This approach indeed guided me in updating my thinking, which I appreciate.

# Daniela Amezola



### How did you get to know about the Instructional Design program at Syracuse University?

Firstly, I learned about the IDD&E graduate program through my co-workers at Novartis who are Instructional Designers themselves. Novartis is a global healthcare company where I played the role of a learning management system expert leading different responsibilities such as the migration of massive online courses and negotiating with stakeholders from different countries and time zones to reversion curriculums and performing testing in the system to keep going the learning experience to our end-users. I always wanted to pursue my higher education in native English-speaking country hence, I chose to apply to universities in the United States. I come from Mexico where it is rare to see 'instructional designer' job profiles in companies. My practical work experience and the various employment possibilities post IDD&E graduate degree influenced me to apply to this program at SU.

### What interests you most about the program here at Syracuse University?

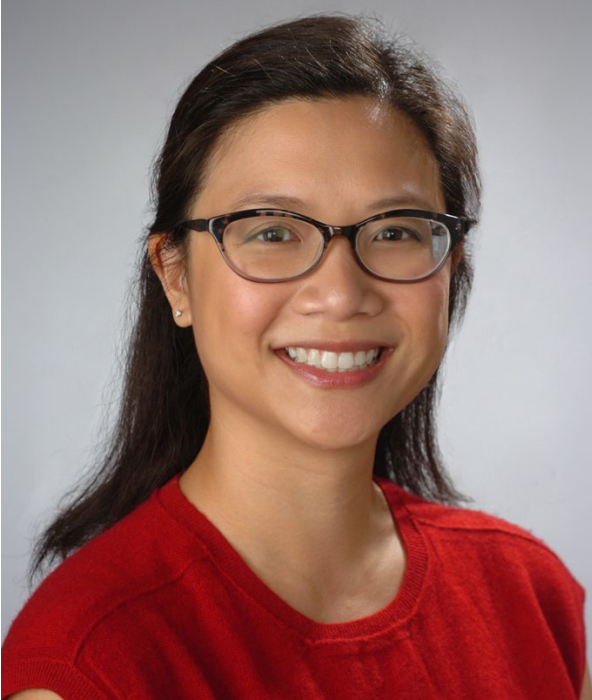
In the first place, the curriculum design of the IDD&E program at SU was very compelling and provided all the relevant knowledge, skills, and abilities to successfully carry out the job of an 'instructional designer' at a workplace. After going through the curriculum, I recognized that there were many new aspects such as 'Evaluation', 'Learning theories', and 'Human performance' that I came across and said wow this is exactly what I want to study. Secondly, the fact that I will be able to complete the course in one academic cycle was fabulous. Some of the other programs that I was considering took two to three

years to complete the graduate program which I was not in favor of. I was looking for a program that would give me all the necessary knowledge, skills, and ability in a brief period so that I can return to work and start applying skills in the real world that I always enjoy.

### What would you say about preparation for students aspiring to enter the IDD&E program?

At the beginning of the program, I did face challenges as the learning experience of each course was different from what I was traditionally used to in Mexico, and it changed my mind completely. I would recommend students who come into this program not just think of technology alone. Come prepared for the programme, as you go through the curriculum reach out and request some reference reading material such as Principles of Instruction by Merrill, Learning and Instruction by Mayer's, Nine events of instruction by Robert Gagne and so on. From an international student perspective, students must improve their reading, writing, and listening skills as the program course works requires you to have a good hold on the English language to carry out discussions in the classroom, work on your written assignment, and for oral group presentation designed uniquely in each course. All these experiences will collectively help you in your job responsibilities.

# Huong Murphy



### **Can you talk about how did you hear about the IDD&E program and ended up pursuing this graduate program?**

As an employee of Syracuse University, one of the benefits I receive is to take up courses up to 12 credits, based on my subject interest offered every academic year. As I have already earned a master's degree, I was particularly interested in enhancing my knowledge in the field of education. Also, because of the work I carry out specifically with the online graduate degree programs, the initial thought of taking up the 'Certificate of Advanced study' in Instructional design was interesting as it was relevant to the work, which is working with adult learners in an online arena. Further, it helped me to understand how these programs work and how they are designed to meet the course outcome and experience compared to traditional in-person classes. My curiosity towards Instructional design led me to continue to pursue MS in IDD&E.

### **How would you describe your experience as a student, with respect to the relationship you have with faculty and with your own peers in class?**

I think my experience as a student is good. I am aware of the registration process, rigor of courses, course requirements and have learned to balance planning both my academic and professional timelines which I have gained over the years of experience working in the administrative capacity. As I am allowed to take up one course each semester, it has provided me with an opportunity to meet individuals from various professional backgrounds such as a teacher; US military and

veteran students each of them brought a different yet interesting perspective to the class based on their own lived work experiences. Everyone is consuming both the theoretical and practical knowledge gained from these courses and are applying it to a variety of system in their own fields which is a unique characteristic of this program. I am consciously aligning all my class assignments towards Higher Education, particularly those that can be directly applied in my present job practices. Approaching assignments in this order has allowed me to not only gain enough knowledge on tools such Kaltura, Camtasia and learn to constructively to apply it in present academic and non-academic practices.

### **You did mention your interest in pursuing a PhD soon, have you considered your research area that you wish to focus on?**

Asking the question 'why' in every context of the course work. These courses have encouraged me to probe more and more questions that have encouraged me a little too much which has led me to think of pursuing a PhD program. One of the questions that I have always had on my mind that comes from years of work is to explore and understand 'How does engagement looks like from a student's perspective' who is pursuing their education in an online platform versus traditional in-person.

### **Can you share some of the challenges that you were facing during the virtual sessions along with any recommendations to be incorporated?**

When I first started, the program was delivered in an asynchronous method. I really wished there were more opportunities to be in an in-person classroom setting as I learn more than just self-learning. It is interesting to see the varied perspective every learner brings into the classroom to understand if I was doing any tasks correctly as a part of group work was helpful because it allowed me to be able to interact with peers to understand how they may have interpreted the readings on the assignments that I did not understand it or missed. Later, when the university adopted a flipped method of teaching and learning approach post COVID. There were enough synchronous classes that made a significant difference providing an opportunity to have more organic conversations than you would normally have in a classroom that just encourages more in-depth learning.



# Rebecca Pettit



### **What personal strengths do you think helped you in carrying out your job effectively?**

In the first place, organizational skills, as there were several events, tasks and assignments occurring simultaneously that required paying close attention to detail and consciously knowing how to prioritize tasks and track progress. Secondly, interpersonal skills. I really enjoy interacting with students, which is a key role in coordinating program communication. These two combinations worked out as a good fit for me.

### **What are you most proud of in your earlier role as 'Office Coordinator'?**

In my role as an 'Office coordinator,' some of the aspects that I was most proud of were working towards coordinating program communication, creating, and maintaining program records and reports, and handling other administrative duties. The reputation that I had gained among students is an important asset. Even though I was doing the job, helping, and guiding students did make a lot of difference and had a positive impact on them. Realizing that I was really making a difference to the students in the program is something that I am most proud of. The faculty members also express their appreciation and I certainly respect their opinions and their perspectives.

**How is it being a student in the IDD&E program and playing the role of program coordinator at IDD&E department? How would you describe your experience within the classroom**

### **and working towards sharing your own experience with the future students?**

Being a student myself and taking courses offered at IDD&E increased my knowledge of the program and I learned in-depth about the course curriculum. The ability to describe the program and provide insights is extremely gratifying. I really enjoyed playing two distinct roles, being in the class, building different relationships with students, and appearing as office coordinator.

The content itself is truly relevant to my position, as an office coordinator I must teach individuals, share information, and ensure they are receiving and comprehending that information. So simply being able to learn some of the very foundational aspects, such as learning theories and instructional design, did impact some of the processes that I handle presently. When I am creating materials, whether it be an information session online seminar or 'how-to' document, I try to incorporate some of those primary skills learned throughout the program in my work which is beneficial.

### **What message would you like to share with IDD&E professors at this point?**

I really appreciate the opportunity that I had to work in the IDD&E department by taking the role of office coordinator, as it was my first step towards Higher Education which I am really enjoying and hope to continue as I move forward. I am grateful that I was given the opportunity to work as my background was in Human Services, and I did not necessarily have all the knowledge about the department or university policies. But the faculty members were willing to try and take a chance that I really appreciate.



# From faculty & students

Rebecca enlivened the office, set up communication channels with students, established the order that removed many students' concerns. Her impact on the departmental operations has been staggering, and I loved that she was always on top of things. Her promotion and new role is a natural consequence of her amazing, responsible, and dedicated attitude to work and to other people. That's in addition to her wonderful personality—approachable, thoughtful, helpful. Those 3.5 years flew swiftly, and she touched my soul forever.

- By Yuri Pavlov

Rebecca is the epitome of competence in administration. She will respond to your email in a matter of minutes and will just about drop everything to help you in person or by phone. Friendly, patient, compassionate, knowledgeable, organized, and thoughtful are but a few words to describe Rebecca. She always makes me feel welcome and like I've "come home" to the department. IDD&E just won't be the same without you.

- By Amber A Walton

Rebecca's new position is a promotion and recognition of her capabilities to make even greater contributions to the SOE. Congratulations Rebecca, Exceptionally competent, responsible, reliable, and compassionate, Rebecca has become the cornerstone of IDD&E that connects and holds faculty, students, alumni, and the community together. We are very grateful for her great support to all of us and her invaluable contribution to the department and the whole IDD&E community. Her departure is a huge loss to us and we will miss her dearly. We look forward to working with her in her new role.

- By Dr. Jing Lei

I truly cannot thank Rebecca enough for all her support in the past few years. Rebecca is a very thoughtful, dedicated, supportive, and inspiring coordinator who consistently goes above and beyond to support graduate students. I have worked with her in a variety of contexts over time. I still remember our first long conversation where she printed out one page from the IDD&E handbook and walked me through each course listed on Ph.D. Program Course Areas. With her guidance, I set up my course goals and career goals very early. Rebecca, I wish you all the best in your endeavours!

- By Lei Wang

Rebecca was an asset of IDDE for years. Her role was more than what we expected from office coordinator. She was our

colleague, friend, liaison between faculty and students, and IDDE alumni. She was a great colleague to work with, a close friend to share many things, and excellent liaison connecting the students to faculty, and our forever alumni. We appreciate all the work she's done for the IDD&E.

- By Dr. Moon-Heum Cho

Thank you so much, Rebecca, for all you did for us in IDD&E. I appreciate your help, professionalism, and kindness. You are always patient in answering our questions and considerate of our needs. You highly promoted our experiences and made all the work smooth and easy. We're so lucky to have you in IDD&E.

- By Jenny (Zhijuan) Niu

You gotta problem? Bring it on! I have a solution! If I do not know the solution, I will figure it out and share it with you". Rebecca lives the real spirit of IDDE. She was a key link and a problem solver for all students and faculty. Thank you Rebecca for being an awesome problem solver and an excellent communicator! Wish you all the best in future endeavours! Only good wishes for you.

- By Zeenar Salim

Rebecca, you have been my lifesaver for my MS and Ph.D study life in IDD&E. Thank you for always being there. You've been so dependable, supportive, encouraging, and honest. Your new place is incredibly lucky to have you. My best wishes to you!

- By Yang Liu

I still remember the virtual session that I attending where Rebecca very kindly answered several of my questions and did inform to reach out to schedule following up meeting whenever needed. Her dedication and attitude towards work that she takes very seriously is appreciative and that I admire.

- By Hemalathaa K Y

# Events recap

### Outstanding Assessment Award recognition



The Academic Affairs and the Office of Institutional Effectiveness and Assessment (IEA) recognised IDD&E department for Outstanding Assessment during the One University Assessment Celebration on April 29 2022. ([Link](#))

### Re-launching e-Brown Bag: Victor McCraw



On behalf of the IDD&E Department, we would like to thank you for being the guest speaker at the eBrown Bag for our current master's and doctoral students on April 20, 2022. We focus these Brown Bags around topics of professional development and prospective careers, and your insights and vision were much appreciated. We appreciate how you mapped your experiences of involvement with Air Force and Coast Guard on the Risk Frequency Matrix for Human Performance Improvement—it clearly provided a great example of bridging theory and practice.

### Leadership roles at Grad Council, School of Education

Fasika Melese and Hemalathaa K Y have been accepted into leadership roles at Grad Council, SOE.



Fasika Melese as *Co-President*



Hemalathaa K Y as *Treasurer*

### 2022 - 23 Teaching Mentor recognition



Lei Wang



Amber Walton

Lei Wang and Amber Walton were selected among 32 outstanding individuals to be awarded a teaching mentor position. Selected for their excellence in teaching and overall graduate study, and representing colleges and disciplines from across the university. ([Link](#))



# IDD&E Community Publications

## Publications

- **Hall, J. A. & McCormick, K. I.** (2022). "My cars don't drive themselves": Preschoolers' guided play experiences with button-operated robots. TechTrends. [[Weblink](#)]
- **Liu, R., Wang, L., Koszalka, T.A., & Wan, K.** (2022 [OL]). Effects of an immersive virtual reality classroom on students' academic achievement, motivation and cognitive load in science lessons. Journal of Computer Assisted Learning. [[Weblink](#)]
- **Pavlov, Y.** (2022). The impact of the literary conflict type on lexical equivalents in audiovisual translation. Proceedings of the 4th Annual International Conference on Teaching Foreign Languages in the Polycultural World: Traditions, Innovations, Perspectives Held on 24 March 2022 in Minsk (Belarus), 99-102. [[Link](#), in Russian]

## Conferences

- **Lei, J., Liu, Y., Salim, Z., & Wang, Q.** (2022, April 21-26). Lessons from parents' perspectives on K-12 online remote instruction during COVID-19: A revised curriculum framework [Poster session]. 2022 Annual Meeting of the American Educational Research Association, San Diego, CA, United States.
- **Liu, Y., Liu, R., & Lei, J.** (2022, April 21-26). Integrating immersive virtual reality into STEAM lessons: Promoting students' cognitive competencies development and learning experience [Paper presentation]. 2022 Annual Meeting of the American Educational Research Association, San Diego, CA, United States.
- **Lei, J., Liu, Y., & Salim, Z.** (2022, April 21-26). Cultivating equitable education system for the 21st century [Conference presentation]. 2022 Annual Meeting of the American Educational Research Association, San Diego, CA, United States.

## Reports

- **Niu, Z., & Cho, M.-H.** (2022). Evaluation report of Master of Laws (LL.M.) program in College of Law (COL) at Syracuse University [Report]. Syracuse University, Syracuse, NY, United States.

## Invited talks

- **Koszalka, T. A.** (2022, May) Small Project Big data - Visualizing the complexity of online human performance. Invited speaker for Society of International Chinese in Educational Technology (SICET) Virtual Session.
- **Koszalka, T. A.** (2022, May) Mid-career journey, decisions, and advice. Invited Panelist AECT Leadership Development Committee: Mid-Career Symposium Panel Discussion. Virtual Session.
- **Pavlov, Y.** (2022, February 8). Instructional design in non-U.S. contexts. IDE 632 Instructional Design II course, Syracuse University, Syracuse, NY, United States.

## Presentation

- **Salim, Z., & Koszalka, T.A.** (2022). Does disruption disrupt award-winning faculty's instructional decision-making? Accepted for presentation at the annual meeting of the Association of Educational Communication and Technology. Las Vegas, NV

## Grants/Fellowships

## IDD&E Community Publications

- **Jason Ravitz**, President of Evaluation by Design LLC (Richmond, CA): This year Jason's company run three grant- or state-funded evaluations to improve access to learning: 1) Datacasting in New Mexico, a \$1M pilot to test a one-way (so far) strategy for getting the Internet into rural areas using public airwaves; 2) a quasi-experimental \$70K efficacy study for Envision Your Future, a social and emotional learning (SEL) curriculum ; and, 3) reporting for Startup Generation, an entrepreneurship curriculum in use for a 3rd cohort by the Eastern New Mexico Workforce Board, with findings presented at The Forum for the North American Workforce Board and a paper [\[link\]](#) to be shared at AECT, 2022.
- Doctoral student **Lei Wang** (China) received the 2022 Pre-Dissertation Summer Fellowship from the SU Graduate School (\$4,000). The working title of her dissertation is "Development and Validation of a Learning Resources Rubric" (advisor—Dr. Tiffany A. Koszalka). The fellowship has provided her with financial support to help make up for the delayed progress in her doctoral program. [\[Link\]](#)
- Doctoral student **Yuri Pavlov** (Belarus) received the 2022 Pre-Dissertation Summer Fellowship from the SU Graduate School (\$4,000). The working title of his dissertation is "The relations between epistemic curiosity and deep learning in asynchronous online discussions" (advisor—Dr. Tiffany A. Koszalka). The purpose of the fellowship is to help doctoral students focus completely on their dissertations during the summertime, removing the need to delay research work until the fall semester. [\[Link\]](#)

# Graduating Students for the Academic Year 2021 - 2022

## Fall 2021

AlGriwi, Abdulrahman (MS)  
Almatrudi, Omar (MS)  
Alowaidhi, Faisal (MS)  
Black, Joshua (MS)  
Harper, Curtis (MS)  
Jonathan, Chukwuemeka “Kingsley” (MS)  
Ludovico, Lauren (MS)

## Spring 2022

Alanazi, Amer (MS)  
Alkeheli, Walaa (MS)  
Arambula, Nicholas (DDI CAS)  
Collins, Craig (DDI CAS)  
Etta Tawo, Amba (MS OL)  
McKenna, Samantha (IDF CAS)  
Pettit, Rebecca (IDF CAS)

## Summer 2022

Afzal, Hafiz Awais (MS)  
Amezola Villagomez, Daniela Jannete (MS)  
Boenheim, James (MS)  
Botchway, Rockwell (MS-OL)  
Brantley, Ronald (MS-OL)  
Cornett, Lenita (MS-OL)

Dachille, Greg (MS & DDI CAS)  
Delagarza, Gabriel (MS-OL)  
Delisle, Matthew (MS-OL)  
DeMarco, Tracy (MS-OL)  
Denny, Joseph (MS-OL)  
Gonzales, Nicolas (MS)  
Green, Andre (MS-OL)  
Guo, Chenyi “Lucy” (MS)  
Hellstrom, Jason (MS-OL)  
Hill, Yolonda (MS-OL)  
Hood, Justin (MS-OL)  
Kholeva, Janna (DDI CAS)  
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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.

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### 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 information you would like to share with the IDD&E community to Hema K. Y. at [hky100@syr.edu](mailto:hky100@syr.edu). Or [you can submit](#) your stories, publications, conference experiences, presentations, achievements, and other news

### Thanks to the Contributors to this Newsletter

A big thanks goes to everyone who helped make this newsletter possible: <[list of contributors to the current issue](#)>.

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