



IDD News

Instructional Design and Development



COE and IDD Faculty and Students Respond to Katrina

On August 29, 2005, the history of the Gulf South Region changed forever. Even though Katrina's eye technically made landfall in Louisiana, the storm spun hurricane force winds over a hundred miles from its center. The devastation was unlike anything the region or the country had ever seen. A quick drive over the causeway bears witness to what a 12+ foot storm surge can do (including causing 80 million pound USS Alabama moored in 20 of mud and sand to noticeably list).

Katrina's evacuee diaspora is said to be the largest migration in American history. Here at USA, the university offered shel-



Satellite Photo of Katrina barreling toward the Gulf Coast region.
Courtesy of NASA

ter during the storm and afterwards, became the temporary home for over 100 students displaced from other affected coastal colleges. As of a month after the storm hit, Mobile County reported a total of 1542 evacuee students in their register—440 from Louisiana, 447 from Mississippi, 5 from Texas and 650 from inside the school district, displaced because of hurricane damage to their home schools. With these numbers expected to grow, the Mobile County Public School System sent out a call for help.

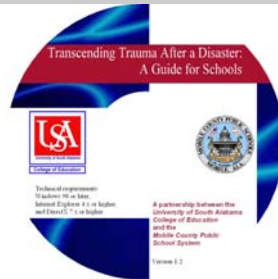
USA's College of Education and Professional Studies Department set to work on a new project. Headed by the Hurricane Recovery Task Force of Dr. Vaughn Millner, Catherine O'Keefe M. Ed. and IDD Doctoral Candidate Paige Baggett, a CD-ROM and accompanying webpage were produced to help teachers aid their students in recovery. IDD graduate students working in the Online Learning Lab helped design the project with lectures and materials from several of the counseling faculty. Over 5100

"Transcending Trauma After a Disaster: A Guide for Schools" CD-ROMs were distributed through the Mobile and Baldwin County and Pascagoula City Public School Systems as well as others in Alabama and Missis-

siippi. The information was also covered in an internationally-aired teleconference in the fall sponsored by the Alabama State Department of Health and the Alabama State Department of Education. The Department of Education then picked up the project for further distribution in the future.

Katrina's wrath cannot yet be placed in the category of "just a memory." Evidence of her wind and water still surround us, both on-campus and off. However, as with other hurricanes, the work of the university and its departments continues, bolstered to meet the new challenges. As a city-based university, we have an obligation to be a pillar of support from which our surrounding community can gain their needed strength for recovery and renewal.

"Transcending Trauma" information is available online at: <http://www.southalabama.edu/coe/katrina/mainmenu.htm>



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Did you Know...
People holding Masters or Doctorate level degrees have only a 2.8% unemployment rate as compared to over 9.2% in the population segment only having some high school education? (Dec. 2005 Bureau of Labor Statistics) **(For employment stats on IDD, see page 7)**

Spring 2006
Volume 5 Issue 1

Recent Graduates

MS

Fall 2004—
Denise Buxton
Ava Saxon
Spring 2005—
Chris Conley
Lilian Kimani
Vincent Park
Summer 2005—
Erica Hilburn

Fall 2005

Kenneth Gates
Jody Scanlan
Spring 2006—
Mavis Jarrell
Cherie Pohlman
Chucri Jahkl
Cathy Cooper
Jennifer Averitt

Ph.D.

Fall 2004—
Steve Diaz
Spring 2005—
David Ensminger
Dhanni Sukhai
Fall 2005—
Elizabeth Anderton
Spring 2006—
Jo'el Lewis
Carol Bates



Gail and Marie seem to be settling in well in their “new digs.” Wait—that’s not Gail!

“Learning without thought is labor lost; thought without learning is perilous.”
~Confucius



The new Student Services Entrance is right inside the front door of the COE. Now, it’s easier for new and prospective students to stop in for directions, information and paperwork.

BSET is a’changin’: Moving Offices and a New Name!

Even before the “Storm of the Millenium,” construction teams could be seen around the halls of the College of Education, wielding scrapers and paint-brushes, drills and nailguns. However, instead of being a season of destruction and repair, for BSET, it was a renewal. This year, BSET joined with three faculty from Educational Leadership to form the Department of Professional Studies. The move came about after the new Dean of the College of Education, Dr. Richard L. Hayes, saw an opportunity for streamlining and simplifying some of the faculty responsibilities by combining departmental forces.

The coming together of the departments meant an expansion in offices. What was once the Special Education Department now houses much of the Professional Studies faculty.

While the move enables further growth and opportunity for development, for some students, it has also been confusing.

Imagine showing up for a conference and finding that the office your advisor had been in since you began the program is suddenly stripped bare! To help with the adjustment, an updated office location list for the new Professional Studies Department is as follows:

3706	Dr. John V. Dempsey, Chair
3400	Mr. T. Hendon Blaylock
3709	Dr. Jean N. Clark
3858	Dr. Richard L. Daughenbaugh
3714	Dr. Gayle V. Davidson-Shivers
3864	Dr. Laureen A. Fregeau
3813	Dr. William F. Gilley
3812	Dr. Charles L. Guest, Jr.
3710	Dr. Linda L. Haynes
3857	Dr. Monica Hunter
3806	Dr. R. Burke Johnson
3704	Dr. Joseph G. Law, Jr.
3705	Ms. Joe’l P. Lewis
3807	Dr. Brenda C. Litchfield

3712	Dr. Vaughn S. Millner
3809	Dr. Joseph W. Newman
3852	Dr. Clark Robenstine
3716	Dr. Mary Ann Robinson
3707	Dr. D. Brooks Steele
3808	Dr. John H. Strange
3702	Dr. Daniel W. Surry
3409	Dr. George E. Uhlig
3804	Dr. James P. Haneghan Dir., Assess. & Eval.
3810	Dr. Teresa A. Wagner
3406	Mr. Timothy Adler
3404	Mr. Michael Turnmire
3800	Main Office



IDD’s New Students

Master’s

Spring 2005

Theresa Byers
Charles McPherson
Wagner Novac
Tabitha Northrop
Shaundretta Porter
Kedric Smith
Stephen Sullivan
Pen-Veen Tan

Summer 2005

Melissa Busby
Scott Davis
Rebecca Williams

Fall 2005

Kristin Abrams
Cynthia Carpenter*
Darla Hall
Bernard Johnson*
Antonia Jokelova*
Leon Pennington
Jared Peregoy
Dawn Peterson*
Dedrick Sims*
Stacy Weston*

Spring 2006

Megan Gandy
Niasha Stoutamire
Wayne Siron*
RaShaundra Sterling*
Angela Denise Patrick*

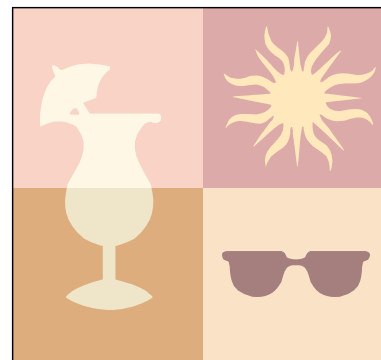
*Master’s/Doctoral Track

Ph. D.

Spring 2005
Alan Chow
Sherryl Robinson-Carlton

EPY502	Psy Prin Learning	W	1300-1730	UCOM 3228	Litchfield
EPY502	Psy Prin Learning	Web			Davidson-Shivers
EPY502	Psy Prin Learning	Web	(2 sect.)		Haynes
EPY502	Psy Prin Learning	Web			Hunter
EPY602	Adv Th of Learn	T	1730-2200	UCOM 3228	Van
IDE510	Ed Res and Eval	TR	1500-1715	UCOM 3236	Haneghan
IDE510	Ed Res and Eval	W	1730-2200	AEE 0101	Uhlig
IDE510	Ed Res and Eval	TR	1730-1945	UCOM3236	Wagner
IDE510	Ed Res and Eval	Web			Uhlig
IDE510	Ed Res and Eval	Web			Tanner
IDE510	Ed Res and Eval	Web			Haynes
IDE631	Qual Res in Ed	R	1730-2200	UCOM 3226	Johnson
IDE692	Res Proj Sem	T	1730-2200	UCOM 3910	Johnson
IDE694	Dir St and Research				Dempsey
IDE710	Research Sem I	F	1600-1900	UCOM 3906	Dempsey
IDE711	Research Sem II				Van
IDE799	Research—Dis (4 sect.)				Haneghan
ISD594	Dir St and Research				Dempsey
ISD595	Internship—Masters (2 sect.)				Dempsey
ISD598	Research and Dev Proj				Dempsey
ISD599	Thesis				Dempsey
ISD611	Mac-Lev Train Sys	Web			Surry
ISD613	Instruct Strat	Web			Dempsey
ISD620	Research in Instr Tech				Wagner
ISD652	Tech-Based Inst	W	1730-2200	UCOM 3302	Surry
ISD653	Dev Online Inst	Web			Litchfield
ISD694	Dir St and Research				Dempsey
ISD695	Internship—Doctoral				Dempsey

Summer 2006 Courses— Tentative Schedule



“What education is to the individual man, revelation is to the human race.”
~Gotthold Ephraim Lessing

A Few Listservs and e-Groups of Interest

ITFORUM—To subscribe, send mail to LISTSERV@LISTSERV.UGA.EDU with the command: SUBSCRIBE ITFORUM

The EDUCAUSE Instructional Technologies Constituent Group Listserv—To subscribe, send mail to LISTSERV@LISTSERV.EDUCAUSE.EDU with the command: SUBSCRIBE INSTTECH

IDD@YahooGroups.com—send email to idd-subscribe@yahoogroups.com

IDD2@YahooGroups.com—send email to idd2-subscribe@yahoogroups.com
(Both IDD and IDD2 are coordinated by faculty and students from USA's IDD program.)

Fall 2006 Courses— Tentative Schedule



“For good teaching rests neither in accumulating a shelfful of knowledge nor in developing a repertoire of skills. In the end, good teaching lies in a willingness to attend and care for what happens in our students, ourselves, and the space between us. Good teaching is a certain kind of stance, I think. It is a stance of receptivity, of attunement, of listening.”

~Larent Daloz

IDE510	Educ Research and Eval	W 1800-2030 BCF	Mason
IDE510	Educ Research and Eval	MW1630-1745 UCOM3236	Uhlig
IDE510	Educ Research and Eval	MW1800-1915 UCOM3236	Uhlig
IDE510	Educ Research and Eval	TR 1630-1745 UCOM3236	Gilley
IDE510	Educ Research and Eval	Web	Johnson
IDE510	Educ Research and Eval	Web	Gilley
IDE620	Quantitative Methods I	TR 1630-1745 UCOM3302	Wagner
IDE620	Quantitative Methods I	Web	Gilley
IDE640	Instructional Dev	M 1800-2030 UCOM3228	Davidson -Shivers
IDE660	Program Res and Eval	Web	Johnson
IDE692	Research Project Sem	MW 1630-1745 UCOM3224	Wagner
IDE694	Dir St and Research	TBA	Dempsey
IDE710	Research Sem I	F 1600-1900 UCOM3211	Dempsey
IDE711	Research Sem II	F 1600-1900 UCOM3228	Van Haneghan
IDE799	Research—Dis (4 sect.)	TBA	Dempsey
ISD583	Interactive Video	R 1800-2030 UCOM3302	Surry
ISD594	Dir St and Res (2 sect.)	TBA	Dempsey
ISD595	Internship—MS (2 sect.)	TBA	Dempsey
ISD598	Res and Dev Proj (2 sect.)	TBA	Gilley
ISD599	Thesis (2 sect.)	TBA	Dempsey
ISD600	Learning Tools	Web	Diaz
ISD602	Writing for Instruction	Web	Zink
ISD610	Trends and Issues in IDD	Web	Haynes
ISD612	Alt Instructional Models	Web	Davidson -Shivers
ISD620	Research in Instr Tech	TBA	Surry
ISD621	Instructional Design	Web	Bratton- Jeffery
ISD641	Perf Systems Tech	Web	Surry
ISD656	Training Interventions	T 1800-2030 UCOM3226	Litchfield
ISD695	Internship—Doctoral	TBA	Dempsey

More Listservs and e-groups

EDTECH—send the following message to listserv@h-net.msu.edu:
SUB lastname firstname lastname, affiliation (for example: SUB EDTECH John Smith, University of South Alabama)
TRDEV—Training and Development Resources—send email to trdev-subscribe@yahoogroups.com (though you may want to subscribe to yahoo groups as a member to use the “daily digest” function—TRDEV tends to have a high number of messages)
American Educational Research Association List (AERA)—To subscribe, send mail to LISTSERV@LISTS.ASU.EDU with the command: SUBSCRIBE AERA



IDD Student Group Lowdown

The IDD Student Group (IDDSG) was established in 1992 and has been active ever since. An SGA organization here at the University of South Alabama, the purpose of IDDSG is to provide a forum for professional development, communication, and networking opportunities for graduate students in the IDD programs.

Any student in the IDD graduate program (Master's or Doctorate) may become a member. Membership is on a yearly basis and, currently, dues are only a mere \$10.00 per year!

The IDDSG has many opportunities throughout the year for students to get together for professional and social activities as well as community service projects.

- There are two general meetings for members (fall and spring). IDD business is conducted at the meetings and an invited guest speaker presents information on a special topic of interest to the group.
- Guest speakers or workshops on special topics are offered throughout the school year. Recently, we participated in a videoconferenced lecture, "Learning Objects for Task-Centered Instruction" given by Dr. David Merrill from Hawaii.
- We host monthly Colloquiums at a local restaurant for

students only (no faculty allowed). These colloquiums are for IDDSG members to discuss topics related to our field, ask questions related to coursework, share information with each other, and mentor through the individual's program of study.

- While Katrina upset some of our plans in the fall, there are social gatherings every semester for students, faculty, and staff to get to know each other in a relaxed atmosphere away from campus. These social gatherings are a sharing of food and conversations on an informal basis. They usually are at either an IDDSG or a faculty member's home and are "pot luck" in style.
- We are also active in community service projects. The IDDSG generally has two community service activities per year. We have sponsored families or children with the Salvation Army Angel Tree program, held a donation drive for Penelope House (a safe house for domestic abuse victims), and worked on the Call to Protect project (donations of cell phones for domestic abuse or disaster victims) as well as gathering personal items for Katrina survivors, to name only a few.

2005-2006 Officers



President **Eunice Luyegu** is originally from Nairobi, Kenya. She has a BE in French and Secretarial Studies and an MA in International Affairs. She is now in her final year of Doctoral work in the IDD program.



VP **Steven Sullivan** earned his BS in Special Education from here at USA in 1990. He has worked for the Independent Living Center of Mobile and as program coordinator for the regional center of the Alabama Institute for Deaf and Blind. Steven is currently about midway through the IDD Master's Program.



Treasurer **Jennifer Averitt** has a BS in Business Management and is nearing the end of the MS IDD Program with an emphasis in E-developing. Her current research interest is in Instructional and Learning Strategies.



Historian **Taimur Ismail** is originally from Bangladesh. Until recently, he worked in the Online Learning Lab and oversaw many projects there. Currently, he is doing research for his dissertation in IDD.

2005-2006 Committees and Chairs

Social Committee

The Social Committee is in charge of non-professional events as well as refreshments and entertainment during, before or after scheduled professional events. **Amy Taylor** and **Tiffany McLaughlin** acted as this year's Social Committee's Co-chairs.

Special Projects Committee

The Special Projects Committee oversees and organizes any events or projects that are not specifically social or professional in nature. Volunteerism or donation projects fall into this category. This year's Special Projects Committee Co-chairs were **Elizabeth Phillips** and **William Dronen, Jr.**

Professional Development Committee

The Professional Development Committee organizes events, lectures and workshops which will benefit IDD students in their future professional plans. **Mavis Jarrell** and **Sarah Odom** shared Professional Development Co-chair responsibilities this year.



"I've had such fun! It's a wonderful opportunity to build a community among your peers and expand your options."
~Mavis Jarrell



Renew your membership for this coming year

OR

Join us for the first time

Dues \$10.00

2006/2007 School Year

Payable in September

Benefits

- ◇ Meet people in the program through social events
- ◇ Enjoy Friday Night sessions with peers
- ◇ Make connections that last after graduation
- ◇ Make a difference participating in service projects
- ◇ Take advantage of resources such as handbooks, conferences funding, and a member database
- ◇ Get involved outside of class for a more enriching graduate experience
- ◇ It's a small price to pay for belonging to such a hard working and rewarding group!

Pay \$10, fill out a membership form, and drop off the form at the BSET office today to join for the fall and spring terms.

2006-2007 Membership Application

Please print legibly in **ALL CAPS** for the following items:

Name: _____

Email: _____

Telephone (Day): (_____) _____ Evening (_____) _____

Street Address: _____

City _____ State _____ Zip _____

Path of Study

Please circle one

performance e developer hybrid doctoral.

Volunteer Interest

(□) Checkmark as many as apply

- ◇ Officer Committee ◇ Chair/Co-chair ◇ Webmaster/Historian
- ◇ Website Helper ◇ Helper for special events ◇ Helper for special projects
- ◇ Other _____

Special interest or talent *(optional)*

Research Interest *(optional)*

Suggestions/comments regarding the student group:

Yearly dues are \$10, payable in September. Submit dues & application to an IDDSG officer or leave in the Professional Studies office *(formerly BSET)*

Enter \$10 fee paid date: ____/____/____

Circle payment form: check cash

Print name received by: _____

Sec/Treas. received date: ____/____/____ (for spreadsheet and \$10 deposit)

Webmaster received date: ____/____/____ (added to website member list)



What Can We Expect? An Overview of the IDD Salary Outlook

It's natural. Anyone who is spending a great amount of time, effort and money to pursue higher education wants to know whether or not that education is going to pay off, career-wise in the end. The O*Net and the Occupational Outlook Handbook (published by the US Department of Labor) lump IDD professionals in with Instructional Media Specialists and several other positions. Therefore, the data from these databases can be quite skewed. Unless you're a member of one of the major professional organizations (which, of course, you should be), it's difficult to find stats specifically for the job and salary outlook for IDD.

Training Magazine's 2005 Salary Survey (published in their October 2005 issue), however, can give us "IDDers" an idea of what to expect. In their survey, the editors found that the job outlook for training professionals overall was mixed. "For every salary that went up, another went down," writer Holly Dolezalek admits. She reported that the average salary of the 774 participants was \$76,365, up about 3% over the previous year. Salaries grew most in the Pacific region in 2005, but Bill Coleman, VP of compensation at Salary.com believes that this may be simply a matter of the region being slow the year before and then making up the difference in 2005.

The most radical industry increase came in military/government. Salaries in this area increased an incredible 20% while the number of respondents in the category was up 21%. Dolezalek cites the wars in Afghanistan and Iraq as well as new expanded government agencies in the business of national security as probable causes.

As far as salary equaling experience, those with the most experience (13+ years) stayed about the same. Newer IDDers, those in the 4-7 and 8-12 year categories, rose by 5%

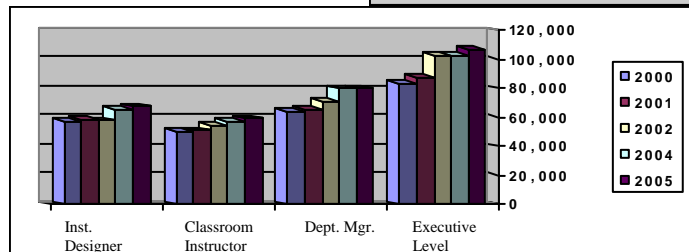
and 7% respectively. Coleman reasons that this may be because those with the highest salaries (people with the most experience) may be retiring and thus bumping what would be a rate of increase back downward for that category.

Bonuses are another factor. According to the survey, of those who received bonuses, the amount jumped considerably since 2004, from \$7,818 to \$10,109. Coleman says that bonuses have been steadily increasing overall for the last ten years which is a sign of an improving economy.

However, the future may not be as bright as it at first appears. Dolezalek points out that while, yes, there are signs of a sustained recovery in the economy,

it may be offset by other factors. She cites the Bureau of Labor Statistics as saying that the rate of growth in the U. S. work force is slowing and in the next two decades, it may nearly stop. This means less spending for training and training experts. She ends with "none of us can afford to rely on optimistic projections. It's always important to keep improving your skills and to know your prospects."
~Stasia Weston

Below: a graph chart showing the rates of average salary growth of four training positions over five years. Far Below: Chart depicting regional average salaries for various positions in 2005. (All data from Training Magazine's October 2005 issue.)



	Pacific	West Central	Central	Great Lakes	North-east	South-east
Regional Avg.	\$88,397	\$70,383	\$69,153	\$72,995	\$81,133	\$74,260
% Difference*	+15.7%	-7.9%	-9.5%	-4.6%	+6.2%	-2.8%
IT Training Mgr	79,058	86,000	66,193	73,973	64,610	50,236
Classroom Instructor	106,317	37,250	56,853	53,248	64,707	53,048
Instructional Designer	82,100	73,500	80,000	63,208	64,696	63,702
CBT/Web/Multimedia Designer	57,125	46,500	67,847	51,000	60,507	62,791
Consultant/outside Provider	83,417	nr	56,665	80,000	111,250	77,667

2005 IDD Students of the Year



Lilian Kimani was named the IDD program 2005 Master's student of the year. A native of Kenya, Lilian completed an internship at Penelope House in Fall 2004. Her projects included a new Gun and Violence Control Curriculum, an email newsletter, scrapbook project coordination and the new Penelope House website. She also served as a graduate assistant with the Behavioral Studies and Educational Technology office and the Online Learning Laboratory.

Ph. D Student of the Year 2005

Leo Denton is a full-time instructor at the University of South Alabama. Along with leading two interactive sessions at national conferences, Leo has written 11 papers for conferences and journals. Topics range from affective objectives, intrinsic motivation, and participatory development to collaborative learning, service learning, laboratory course experiences, course development, and instructional design.





Ooo La La—It's the OLL! Inside the Online Learning Lab

“Education is what survives when what has been learned has been forgotten.”

~B. F. Skinner

On almost any given week-day, anyone passing by UCOM 3407 is bound to hear multiple keyboards clicking away, almost in a symphonic unison. (That is, if the lab's inhabitants are not shooting a test video with all singing “Up on the Rooftop” at the tops of their voices.)

The Online Learning Lab, directed by IDD faculty member Jack Dempsey, is called upon to do many things—lead workshops, design instructional programs using digital media, walk instructors through online learning problems step by step, etc. Its chief goal is to teach educators how to incorporate electronic methods of teaching and

learning into their classrooms.

This year, the OLL has seized many opportunities to expand. After Katrina, the OLL played a major role in creating and duplicating the “Transcending Trauma” CD-Roms. The University generously provided new equipment—a CD duplicator and an ink jet labeler—to assist in the task. In addition to the Katrina project, the OLL has also begun to actively pursue grants to further expand its abilities while remaining within the scope of educating instructors in online learning.

The OLL plays host to numerous workshops as well. Faculty Fridays consists of

weekly two-hour workshops on issues dealing with online learning). Every semester, there is a full day workshop designed to teach educators about methods to take their classes to the web. In Spring 2006, Theory Tuesdays began, featuring a series of one-hour spotlights on educational theory.

In addition to acting as host or instructor, OLL assistants are constantly striving to learn about the newest and latest computer programs that may assist educators. By doing so, they ensure that the knowledge they bring to University and local instructors is on the cutting edge.

OLL Assistants

Andy Stanfield

Andy has been studying podcasting this semester. As senior designer, he's also in charge of staff competency training and the weekly reports. Andy is an instructor in USA's English Department and operates an online radio station (Scenic Radio) through his production company, Kytelyte Productions.

Hans Gray

Hans has been researching the use of blogs in learning environments. He is in charge of the OLL's blog and is currently using blogs as a major tool in teaching ISD 600. As the “go to” guy for digital video projects, Hans is now in charge of the VHS conversion project and is studying podcasting and videocasting.

Eunice Luyegu

This semester, Eunice has been building workshop evaluations using Survey Monkey, revising and renewing the Job Aids and Resource Center sections of the OLL website and working on the Graduate Students' Evaluation Project. She has worked as backup for organizing Faculty Fridays and Full day workshops as well as on website maintenance. She presented at the 1st Southeastern Conference in Instruc-

tional Design and Technology:

Challenges of E-Learning and IDT held here at USA and is acting IDDSG President.

Penpimon (Band) Numsuktrakul

Band has worked on the web teams for USA's Pediatric Nurse Practice, Counseling and Psychology, Health, Phys Ed and Leisure Studies, Curriculum and Instruction and OLL websites. She is the lead on producing Job Aids and has assisted many faculty members in the design and developing of web graphics. She interned with the U. S. Coast Guard and Bender Shipbuilding and is a member of the Phi Beta Delta Int'l Honor Society.

Chuck Collins

Chuck is currently working with Suhana on the IDD online workbook. He has taught two Faculty Friday workshops recently and is in charge of the lab's software and is assisting Eunice using Survey Monkey. He's also heavily involved with redesigning the Mobile Writing Project's website.

Suhana Chiklata

Suhana is in charge of developing the IDD online workbook. She has taught numerous topics for Faculty Fridays and Full Day

workshops. In 2004, Suhana worked for PETAL where she designed their website and taught workshops. She is presenting at this year's USA Research Forum as well as the PacifiCorp Design Competition.

Tan Peng Veen

Tan has been busy building a Time Log database for graduate assistants as well as a departmental media repository. He is also assisting Hans with ISD 600 (which he's scheduled to teach in the fall), tech reports and the evaluation database.

Jared Peregoy

Jared is in charge of organizing Faculty Fridays as well as researching grant opportunities for the lab. He also acts as backup for organizing job aids as well as podcasting, but OLL members and IDD faculty have found that Jared really has a knack for fact-checking.

Stasia Weston

Stasia is the Theory Tuesday and newsletter coordinator. She acts as backup for the OLL blog and is currently assisting in a post-Katrina research, studying the emotional effects on school children. In her spare time, she writes poetry and is currently finishing up a novel.

Tonka Jokelova

Tonka is currently lead on organizing videoconferences and full day workshops. She organized the Merrill videoconference and has been working on putting it together as a video podcast available through the OLL website.

D. J. Sims

D. J. worked in the OLL during the fall semester and worked with Tonka on videoconferencing. This spring, he is working on a grant with Dr. Surry, assessing the ID needs of three rural counties in the Alabama Black Belt. He recently finished a book and is currently shopping it around for a publisher. He has submitted a proposal called “The Impact of Freshman Academies on Urban High School Students” to the AECT conference in Dallas and is presenting at this year's USA Research Forum.

Taimur Ismail

Has been researching the issue of reusability in IDD. In the fall, he assisted in the Katrina CD-ROM production. This spring, he is working on his dissertation.



IDD Faculty Activities

Dr. Gayle Davidson-Shivers co-authored a book for publication called *Web-based learning: Design, implementation, and evaluation* (available through Prentice Hall/Pearson publishers) and a book chapter to be featured in the 2nd edition of *Trends and Issues in Instructional Design and Technology*. In addition to numerous published articles, Dr. Davidson-Shivers has presented at the e-Learn conference in Vancouver and the Annual Meeting of AERA in Montreal, among others. Dr. Davidson-Shivers also acts as external examiner for Nanyang Technological University in Singapore as well as external reviewer for promotion and tenure at University of Memphis and Stony Brook State University of New York. As if this weren't enough, she currently is a member of the Mobile County District Attorney's Domestic Violence Task Force and is on the advisory board of Penelope House, a domestic violence shelter for women and children in Mobile.

Dr. Jack Dempsey was awarded a Fulbright fellowship to teach and conduct research in Malaysia and will step down as department chair after seven years. The award-winning IDD textbook he co-edited with Dr. Robert Reiser of Florida State

University is heading into another edition.

Dr. R. Burke Johnson co-presented the paper "Using a Mixed Method Logic of Inquiry to Build a Case for Causation in Educational Programs" with Dr. Van Haneghan at this year's AERA conference. After completing a stint as Mixed Methods program chair this year for AERA, Dr. Johnson will take over the reigns of the SIG chair for AERA in the upcoming year. He is also guest editor for *Research in the Schools* and has put together a special issue entitled *Future Directions in Mixed Methods Research*. The issue will include articles by many evaluators and methodologists from multiple disciplines, all with national and international renown. Once the paper copies of the journal go out, it will be put online by the publisher so everyone can have access to the special issue.

Dr. Brenda C. Litchfield has coordinated the New Faculty Orientation workshops here at USA over the past several years as well as providing upwards of 14 additional workshops for new faculty in 2005. Her recent publications include two chapters to be published in the upcoming edition of *Trends and Issues in Instructional Design and Technology* and she co-authored the *Camellia Garden Field Guide*. Dr. Litchfield co-presented at

the annual meeting of the American Educational Research Association.

Dr. Daniel W. Surry was guest editor of the November 2005 issue of the *British Journal of Educational Technology* on the topic, "Change and Learning Technologies." He also co-presented "The Perceived Importance of Ely's Eight Conditions: A Comparison of K-12, Higher Education, and Business" at this year's AERA conference.

Dr. James P. VanHaneghan presented "Using a Mixed Methods Logic of Inquiry to Build a Case for Causation in Educational Programs" at the AERA conference in San Francisco with Dr. Johnson.

Dr. Teresa Wagner co-authored and co-presented two papers with R. J. Harvey of Virginia Tech., "JCV predicting DOT worker-trait requirements from CMQ job analysis ratings" and "CAT Item Exposure Control for the Wagner Assessment. Test (WAT)." Both were presented at the

April 2005 Society for Industrial and Organizational Psychology conference in Los Angeles.

"Education is not the filling of a pail, but the lighting of a fire."

~William Butler Yeats



Top and below: IDD faculty members map out plans for the upcoming year.



Student Internships

Spring 2005

MA Internships

Devyn Shaw – SSI Group, Inc
Ph.D. Internships
 Stephanie Harrison – Mobile County Schools – Vigor HS
 Mike Sheehan – USA BSET & Philosophy
 Holly Ellis – Drs. Davidson-Shivers and Karen Rasmussen

Summer 2005

MA Internships

Erica Hilburn – Baldwin County Schools
 Courtney Sanderson – US Sports Academy
 Sonsherraye Gowder - JM Family Enterprises, Inc
Ph.D. Internships
 Sarah Odom – Choctaw County Schools
 Kim Sellers – USA, Health, PE, and Leisure Services

Fall 2005

MA Internships

Catherine Cooper - Providence Hospital
 Cherie Pohlman – Mississippi
 Mavis Jarrell – USA Physical Therapy Dept
 Jennifer Averitt – USA College of Engineering
Ph.D. Internships
 David Hall – College of A&S – Gerontology

Carol Bates – Univ of Southern Mississippi

Spring 2006

MA Internships

Skip Dronen – US Coast Guard



Professional Organizations (with helpful websites)

- AACE**—Association for the Advancement of Computing in Education—<http://www.aace.org/>
- BECTA**—British Educational Communications and Technology Agency—<http://www.becta.org.uk/>
- AECT**—Association of Educational Communications and Technology—<http://www.aect.org/default.asp>
- AEA**—American Evaluation Association—<http://www.eval.org/>
- AERA**—American Educational Research Association—<http://www.aera.net/>
- ASTD**—American Society for Training and Development—<http://www.astd.org/astd>
- ISPI**—International Society for Performance Improvement—<http://www.ispi.org/>
- IFETS**—International Forum of Educational Technology and Society—
<http://ifets.ieee.org/>

Blogs of Special Interest

- OLL**—<http://usaonlinelab.blogspot.com/>
- HeadspaceJ**—<http://headspacej.blogspot.com/>
- IT: Instructional Technology**—<http://www.digitalmedievalist.com/it/>
- State of Instructional Technology**—<http://ghost.rider.edu/insttech/>
- Write Technology**—<http://writegirl.typepad.com/writetech/>
- IDEAS: Instructional Design for Elearning Approaches**—<http://ideas.blogs.com/lo/>
- Rose-Colored Glasses**—<http://jmajor.midsolutions.org/>
- E-Learning Queen**—<http://elearnqueen.blogspot.com/>
- Online Training Content Journal**—http://boggse-learningchronicle.typepad.com/the_online_training_conten/
- E-Learning Center’s blog and podcast list**—<http://www.e-learningcentre.co.uk/eclipse/Resources/elblogs.htm>

Notice

Reminder to students about IDE 799

The Instructional Design and Development faculty would like to remind all students enrolled in IDE 799—Research Dissertation of the following policies:

1. IDE 799 is a course like any other and requires that a grade be submitted at the end of each semester. Students enrolled in IDE 799 should not expect to receive a grade of “S” (Satisfactory) if they do not complete an appropriate amount of work toward their dissertation each semester.
2. Students enrolled in IDE 799 should have ongoing meetings and communication with their chair and committee. At a minimum, every student in IDE 799 should meet with their advisor each semester to determine specific goals to be accomplished during that semester.
3. One of the requirements of the Ph. D. program is “satisfactory progress.” Any student who has not made satisfactory progress toward graduation may be dismissed from the program. Even one grade of “U” (Unsatisfactory) in IDE 799 can be considered evidence that a student is not making satisfactory progress and could lead to dismissal from the program.

If you are enrolled in IDE 799 and have not met with your advisor to discuss specific goals for this semester, you should do so ASAP. Students enrolled in IDE 799 who have not made appropriate progress on their dissertations will be given a grade of “U” at the end of the semester





Oh No! It's Comps! Why We Have to Go Through Them and How to Best Prepare

Spend any amount of time around the IDD department and you'll get to know the look—zombie-fied stare, deer caught in the headlights expression—it's another grad student facing comps. For many fields (not just ours), comps are simply a fact of life. If we want a higher degree, we must be able to prove competence before stepping out into the field. It's a matter of assurance and representation—assurance to possible employers that a graduate has a certain level of proficiency as well as the school's expectation that we'll represent it in the best possible professional light. USA's 2005-2006 graduate bulletin puts it this way:

The purpose of the two-day written portion is to assure that all Instructional Design and Development candidates are prepared in the core areas of the discipline. The two-hour oral examination is intended to review and extend the topics covered in the written parts of the examination. (<http://www.southalabama.edu/bulletin/edbset.htm>)

Particularly, comps force students to "think on their feet," which is exactly what they'll be called on to do in their professional endeavors. Let's face it, once we're out of the classroom, it may mean an end to paper exams, but we're bound to face difficult questions on nearly a daily basis. Comps help us prepare for that. Also, some professional organizations (IBSTPI and AECT, among others) are pushing certifications. These certifications are optional for the time being (unlike the bar exam for attorneys, you don't have to pass them to practice), however, becoming certified could help bring in more work (meaning larger paychecks). By going through comps, we already have a taste of what we're facing for certification.

Now we must ask, if comps are such a great idea for our

future, why do they make us stress so? The first reason is, of course, because there's a tremendous amount on the line. After so much time and energy (not to mention funds!) spent in class, it's indeed daunting that it all seems to come down to one set of exams standing between us and the degree. That said, one of the main ways to combat the stress is as the legendary attorney Johnny Cochran told inexperienced lawyers under his tutelage, "preparation, preparation, preparation."

How do we go about preparing for such an important exam?

- **Gather the necessary materials.** Keep the textbooks from your classes and ask professors about their recommendations for further reading. The bibliography section of textbooks can sometimes be a cornucopia of valuable resources in these situations. Don't be afraid to use the "bibs" as guides, hit the library or use the ILL system (InterLibrary Loan) to get the resources you need.
 - **Join a "support" group.** No, we're not talking about "IDers Anonymous" here. A good solid study group can be instrumental in enjoying more success and less stress in preparing for comps. There are other students facing the same exams you are—propose a study group to meet once a week. Peers can, at times, explain things in a way that make it easier to understand and remember. Also, never underestimate the therapeutic value of commiseration.
 - **Make a schedule or plan.** The only thing worse than waiting until the week before comps to study is to not study at all. Set out a plan early. Two or three semesters (or more) before comps is not uncalled for.
- Pencil in on your calendar what books you want to read and by what date. Be realistic about how much you can do with school work, job and home responsibilities. (The more responsibilities you have, the earlier you may want to start your plan.) Dr. Vaughn Millner, a counseling professor here at USA, advises that
- **Self-Regulate and self-test.** Make sure that you're understanding the information you're spending so much time studying. A study group can help with this, but you can also do it by yourself. Dr. Millner recommends that you formulate questions that might be asked then answer them as completely as possible. What was missing? Go back to review and then re-take the self-test....Are there terms difficult to remember? Develop flash cards and review them while waiting for an appointment with a dentist or physician.
 - **Reward yourself.** If your performance is coming along nicely, reward yourself for a job well done. (Slaving away over books can get to be pure torture if it isn't broken up.)
 - **Don't forget—your committee is not out to "get" you.** They are your mentors and future peers and really do have your best professional interests at heart.

~Stasia Weston

Tools to Help Prepare

Any textbooks you've used in your IDD classes.

Texts written by faculty members (they didn't put in the time and effort of writing them for naught!)

Instructional Design Electronic Workbook—<http://www.southalabama.edu/coe/idbook/>

Check out additional books/articles listed in the bibliography sections of your textbooks.

*"I have lot of stress right now...its a good feeling, though, being half-way through."
~Band Numsktrakul (after completing the written section of her comps)*



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www.southalabama.edu/coe/bset/idd/



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