ISTC Welcome
By Dr. Bill Sadera

Greetings from the ISTC graduate program directors! As the semester comes to a close, there is much to be proud of in our programs. In this issue of our Instructional Technology Newsletter we would like to congratulate the students and faculty that make our ISTC program great. This includes highlighting awards, scholarship, successful defenses, program graduates, and upcoming events. Our program continues to be successful in providing students with opportunities for authentic and meaningful learning experiences. I believe the material presented here is a strong representation of that success.

Here are a few highlights in this issue:
- SITE 2017 presentations
- Advice on Master’s capstone & practicum preparation
- Successful dissertation defenses & doctoral graduates
- Master’s program graduates
- Upcoming conferences and course offerings

Be sure to tune into the informative, important and especially timely piece by Natalie Shaheen on Technology Accessibility. We encourage students and faculty to note upcoming opportunities to present and publish your research. You will see Dr. Lohnes Watulak’s call for papers for a special issue that she is a guest editor.

Please keep us informed of your exciting news and accomplishments. If you have any questions or comments, please feel free to contact us. We wish you luck finishing up the semester and hope you have a wonderful summer!

Dr. Bill Sadera
Doctoral Program Director, Instructional Technology
Dr. Liyan Song
Master’s Program Director, Instructional Design & Educational Tech
Dr. David Robinson
Master’s Program Director, School Library Media
Dr. Gilda Martinez-Alba
Chair, Department of Educational Technology and Literacy

Important Dates

May 16: Last day of class
May 17-23: Final Exams
May 26: College of Education Commencement
May 30: Summer classes begin
July 4: Independence Day—University Closed
August 28: Fall Classes Begin
September 4: Labor Day—University Closed

Stay Connected to the ISTC Program

Find ISTC on LinkedIn: https://www.linkedin.com/groups/1794657/profile
Like ISTC on Facebook: https://www.facebook.com/TowsonUniversityISTC/
Follow on Twitter @TowsonISTC
Presentations

Dr. Song: Makerspaces in the Classroom: Integrating Service-Learning Project in a Technology Integration Course

Lisa Carey: Consideration of Executive Function in the Modern K-12 Classroom

Dr. Lohnes Watulak: Connected Learning in Pre-service Technology Education Course

Dr. Marie Heath (’16): Teaching with One-to-One Mobile Technology: Using Phenomenology to Create a Rich Portrait of Teacher Experiences and Beliefs

Andrea Parrish & Dr. Sadera: Preliminary Results of a Delphi study to Identify Teacher Competencies Needed in One-to-One Learning Environments

Dr. Stefani Pautz (’16) & Dr. Sadera: The Experience of a First-Year Principal Transforming Teaching and Learning in a 1:1 Computing Environment

Dr. Sadera, Andrea Parrish, Dr. Schmidt Crawford, Dr. Foulger, Dr. Graziano, Dr. Slykhuis, Dr. Nworie: Employing Delphi Methodology in Educational Technology Research

Julien Colvin & Dr. Tomayko (TU math dpt.) TPACK Radar Diagrams—A Visual Quantitative Representation for Tracking Growth of Essential Teacher Knowledge
Featured Student Presentations

Andrea Parrish  
_Preliminary Results of a Delphi Study to Identify Teacher Competencies Needed in One-to One Learning Environments_

Andrea Parrish facilitated a round table discussion at SITE 2017 on the preliminary results she has collected from her dissertation research. Andrea discussed her Delphi research design and shared the results of her initial data collection. She and session participants engaged in round table discussions about the impact of the results on 1:1 learning environments and student centered approaches to teaching. Andrea was also able to put her Delphi method knowledge to work during another session at SITE 2017, taking part in a panel discussion on Delphi Method in Educational Technology Research with Dr. Sadera and other leading researchers in the field.

“It is important to clearly articulate the competencies that teachers need to be successful in facilitating student-centered teaching approaches in these [1:1] classrooms. Through the use of the Delphi method, this study utilizes a panel of experts to construct an inventory of teaching competencies needed to facilitate student-centered instruction in these environments.” (Excerpt from Andrea’s presentation abstract)

Lisa Carey  
_Consideration of Executive Function in the Modern K-12 Classroom_

As Lisa begins her dissertation journey, SITE 2017 provided her the opportunity to present on the topic she will be researching. Lisa Carey presented on executive function (EF) in K-12 classrooms. She informed the audience of the ways in which EF should be supported and developed in the classroom to improve behavior and work completion. Lisa’s dissertation research will build upon existing research by looking at EF and technology use in the classroom in order to help educators better understand the needs of all students.

“There is a school for greater use of instructional technology, it is imperative that teachers be trained in designing instruction and environments that foster EF development. Educators must consider the interaction between student EF and demands on inhibition control, working memory, and flexible thinking.”

(Excerpt from Lisa’s presentation abstract)
10 Things You May Not Know About Technology Accessibility
By: Natalie Shaheen
Informative introduction to making technology accessible for people with disabilities.
Follow the links for resources & more info.

1. Important: **Not all technology is accessible to people with disabilities.**

2. What’s considered Accessible? There are international guidelines and U.S. regulations that outline the characteristics a technology must possess in order to be considered accessible to people with disabilities.

3. Legal & Ethical. Entities (e.g., K-12 schools, universities, etc.) that are required to adhere to the Americans with Disabilities Act and section 504 of the Rehabilitation Act are duty bound to ensure their technology is accessible to people with disabilities.

4. Good news. The U.S. regulations pertaining to technology accessibility, section 508 of the Rehabilitation Act, were updated in January of 2017. Yay!!

5. Assessment. There are quick, easy-to-use, and free automated checker tools that can help you conduct a cursory assessment of the accessibility of a website or Google Doc.

   Note: These tools will not catch all barriers; best practice encourages the use of manual testing by experts in addition to automated tools.

6. Barriers. Most common technology accessibility barriers include: missing alternative text, poor heading structure, unlabeled form controls, poorly labeled links (e.g., “click here”), and Flash content.

7. Addressing Barriers. These most common technology accessibility barriers are relatively easy for developers to remediate.

8. Technology Design. Technology accessibility is easiest and most cost efficient to include from the beginning of the design process (‘born accessible’).

9. Research. TU faculty and students put out a fair bit of scholarship about technology accessibility. See below for two recent publications

10. Resources. There is a plethora of resources about technology accessibility available online. In addition to what’s linked above, here are some of the more approachable resources:

   a. **WebAIM**: A one-stop shop for almost anything you might want to know.
   b. **Apple-Accessibility-Sady**: A short video showcasing various accessible technologies in use
   c. **Developing an Accessible Website (video)**: This is an amusing introduction to accessibility on the Web.
   d. **Digital Accessibility Toolkit** from COSN and CTD: General information targeted towards K-1

Check out #a11y on Twitter to see what’s trending in tech accessibility and to connect to others

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Tips from Master’s students: Tackling Capstone & Practicum

Jennifer McNally on Instructional Design & Development Capstone:

Create a reasonable timeline and stick to it. As you work on your capstone, it is so important to have a clear outline and structured plan of how you are going to complete it. Stick to the timeline as much as possible, and reach out to your advisor for help if you find yourself having trouble staying on track. They are there to help you and want you to succeed.

Work on your artifact rationales as you go. It really saves time in the long run to do this as you move along. It allows time for plenty of feedback and opportunities to edit the rationale so it is the best it can be.

It’s okay to adjust your portfolio theme if necessary. This piece is important to remember as you move through the process. Work with the feedback from your professor and other capstone advisors to create the best capstone possible. This may mean altering your original plan…and that’s okay!

Stephanie Kiefer on Practicum and Portfolio in School Library Media

Create a system of organization—I cannot emphasize this enough. Even if you are not an organized person, like me, configure a system that works. Between your classwork, your practicum duties, and other career responsibilities, you will need a system to help manage it all.

Take advantage of your mentor’s experiences and knowledge—my mentors both had been working as media specialists for ten years, and were a wealth of experiential information about the challenges and successes of such a position. My one mentor even helped me practice for interviews, and pushed me to do more lessons than was required by the certification. I feel way more confident about my skills in a real world setting and what I have learned in class because of my mentors.

Enjoy it.—It is a fun experience, even when it is a lot of work. Take time to enjoy the opportunity and the relationships you are building during your time. Be present in the moment!

Call for Papers!

International Journal of Information and Learning Technology Special Issue
Guest Editor: Dr. Sarah Lohnes Watulak
Submission Deadline: June 1, 2017

The International Journal of Information and Learning Technology invites submissions for a special issue focusing on research that highlights current and emerging trends in the field of instructional technology.

We invite authors to submit papers on topics including, but not exclusive to, the following topics:

- Learning Analytics
- Gamification and Game-Based Learning
- Mobile Learning
- Online Learning
- Robotics and Computational Thinking
- Makerspaces
- Multimedia Learning
- Teaching and Learning in one-to-one

If you have questions about the suitability of your topic or about submitting to this special issue of IJILT, please contact Guest Editor Dr. Sarah Lohnes Watulak (slohneswatulak@towson.edu)

For more information about the special issue, including submission information and procedures, please visit: http://bit.ly/instructech
Congratulations to Drs. Jessica Stansbury, Chip Boiling, Zhou Wang, Alexandra Greenwood and Lisa Twiss for successful completion of the Ed.D. Program!

Jessica Stansbury successfully defended her dissertation last fall: **Game On: The Impact of Game Integration into Higher Education Courses.** Jessica graduated in December 2016 and was honored as Graduate Student Commencement Speaker (pictured right).

Chip Boiling successfully defended his dissertation last fall: **The Impact of Simulations on Achievement and Attitudes in Mathematics Classrooms.** Chip graduated in December 2016.

Zhuo Wang successfully defended her dissertation in March, **Investigating the effects of a Mobile-assisted vocabulary Learning Activity on Vocabulary Retention and Motivation among Chinese University EFLS.** She was our first student to defend at a distance all the way from China. Zhou will graduate in May.

Alexandra Greenwood successfully defended her dissertation in March, **Patterns of Educator Learning Management Systems Use in a Secondary School: A Description of Use and Comparison between Educator Subgroups.** Alexandra was selected as a banner carrier for her graduation this May.

Lisa Twiss successfully defended her dissertation in April, **How Urban Youth Use Digital Tools at Community Technology Centers to Support the Development of Civic Engagement Pathways: A Multisite, Multicase Study.** Lisa will graduate this May.

All student dissertation abstracts can be found on our [webpage](#).

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**Congrats to Recent Master’s Program Graduates!**

**Educational Technology**
- Andrea Hurd
- Heather Lirette
- Breeana Merryman
- Laura Wolcott

**Instructional Design and Development**
- Kay Dietz

**School Library Media**
- Rachel Dellman
- Anna Freedman
- Christine Hare
- Ellen MacGeorge
School Library Media Digital Portfolio

The purpose of this digital assessment is to have candidates reflect on the artifacts in the Digital Portfolio in order to evaluate whether they have, through their coursework, met the standards of our professional organization and to glean information about how candidates plan to apply what they have learned in the School Library Media Program.

The portfolio is formally introduced to candidates in ISTC 653, the Organization of Knowledge. Web design skills necessary in completing the portfolio are introduced in ISTC 541, Foundations of Instructional Technology. To provide guidance to students in completing the portfolio, an online component of the Practicum Experience, ISTC 789, is dedicated to largely completing the school library media digital portfolio. Components of this online experience include:

1. Online discussion of each AASL standard and the relationship of each standard to the school library media program and experiences as school library media specialists, teachers or other school based positions.
2. Following the discussion of each standard, candidates write (or refine a statement already begun) a reflection statement based on that standard. The instructor will then provide feedback on the reflection.
3. This process will occur over the course of a designated practicum.

The most important planning consideration for portfolio is to archive electronic copies of your key assessments from the school library media program. Candidates should also consider keeping copies of any outstanding artifacts (lesson plans, instructional materials, etc.) used in the course of daily teaching experiences that relate to the AASL standards.

If you have any questions regarding the portfolio, please e-mail David Robinson at: derobins@towson.edu.

Referral for a Rewarding Career

There is a national critical shortage of school library media specialists, and school systems are looking for qualified candidates to assume the role of school library media specialist. Those with an interest in working with elementary, middle and/or high school students and have interests in research, teaching, technology, and literature are encouraged to consider pursuing the Towson University Master of Science Degree in Instructional Technology with a concentration in School Library Media.

If you or someone you know who would enjoy the rewards and challenges of being a School Library Media Specialist? If so, encourage them to contact David Robinson, Program Director for the Towson University School Library Media Program (410-704-6301 or derobins@towson.edu).
Announcements

**Andrea Parrish: Tenure-Track Position**
Andrea, a current doctoral student, has accepted a tenure-track position as Assistant Professor in the Department of Special Education here at Towson. This position becomes effective August 2017. Congratulations Andrea!

**Kishanna Harley: Professional Development Event**
Master’s student Kishanna Harley was selected to participate in The American Farm Bureau Foundation for Agriculture, “On The Farm” STEM professional development event in Boston this April. Kishanna was one of 25 selected out of 400 applicants to participate in this event. Kishanna represented Capital City Public Charter School in D.C. where she is a High School Librarian and Technology teacher. Way to go Kishanna!

**La Tonya Dyer: Terminal Degree Fellowship**
The office of Graduate Studies awarded doctoral student La Tonya Dyer with the Terminal Degree fellowship award. The purpose of this award is to advance the excellence of graduate students. Awards are made to students on the basis of the scholarly merit of their work and its potential to contribute to the scholarship of the discipline and society. La Tonya’s research seeks to understand best practices in professional faculty development for successful adoption of online instruction.

**Natalie Shaheen: Terminal Degree Fellowship**
The office of Graduate Studies awarded doctoral student Natalie Shaheen with the Terminal Degree fellowship award. The purpose of this award is to advance the excellence of graduate students. Awards are made to students on the basis of the scholarly merit of their work and its potential to contribute to the scholarship of the discipline and society. Natalie’s dissertation research will look to understand the process by which K-12 school districts throughout the mid-Atlantic region adopt and implement technology accessibility.

**Dr. Stefani Pautz (’16): Research Awards**
The Office of Graduate Studies awarded Stefani the Graduate Student Research Award for her dissertation entitled “Leading Change: A Phenomenological Analysis of Principals’ Experience in a 1:1 Computing Initiative.”
Stefani was awarded the Maryland Association for Supervision and Curriculum Development (ASCD) Judith Ruchkin Research Award in November for her dissertation (pictures left).
Way to go Dr. Pautz!

**Check it out! Computers in the Schools: Special Issue on 1:1 Learning**
The CITS special issue on 1:1 learning has been published. Congratulations to guest editors Dr. Song and Dr. Sadera for their hard work on the publication of this special issue. Recent graduates Dr. Pautz and Dr. Heath have articles published in this special issue. Check out the special issue here.

**Dr. Jessica Stansbury (’16): Graduate Student Research Award**
The Office of Graduate Studies awarded Jessica the Graduate Student Research Award for her dissertation entitled “Game On: The Impact of Game Integration into Higher Education Courses.” Congratulations, Jessica!
Recent Scholarship


Li, Q. (PI), Richman, L. (Co-PI). *Computational Thinking for All: Empowering Teachers to Effectively Integrate Computer Science into the Elementary, Middle, and High School STEM Curriculum*, Funded by Improving Teacher Quality State Grant, Maryland Higher Education Commission, $149,993, 2017-2018.


2017 Instructional Technology Conferences

Below is a list of the upcoming conferences of which we are aware. We apologize if a conference that you are looking for is not listed. If you know of other conferences that are not included, please feel free to post them on Blackboard.

American Educational Research Association (AERA) Annual Meeting
April 27– May 1
San Antonio, TX

Maryland Society for Educational Technology (MSET) Conference
May 4—5, 2017
Ocean City, MD

World Conference on Educational Media, Hypermedia, & Telecommunications (ED-MEDIA) Conference
June 21– 23, 2017
Washington, DC
Proposal Deadline: May 1, 2017

International Educational Technology Conference
August 16—18, 2017
Cambridge, MA
Proposal deadline: August 11, 2017

E-Lean Conference
October 17-20, 2017
Vancouver, BC
Proposal deadline: June 10, 2017

International Society for Technology in Education (ISTE) Conference
June 25– 28, 2017
San Antonio, TX
Proposal Deadline: April 24, 2017

Association for Education Communications & Technology International Convention (AECT)
November 7-11, 2017
Jacksonville, FL
Proposal Deadline: October 24, 2017

International Association of School Librarianship (IASL) Conference
August 4-8, 2017
Long Beach, CA

Eastern Educational Research Association (EERA) Annual Conference
February 6-10, 2018
Clearwater Beach, FL
Proposal deadline: TBA

Society for Information Technology & Teaching Education (SITE) Conference
March 26– 30, 2018
Washington, DC
Proposal deadline: October 2, 2017

Opportunity to Present

If you are interested in presenting at a conference, the Graduate Student Association (GSA) allots a portion of the GSA budget to be used specifically for funding student research and professional development. This includes but is not limited to presentations of a paper or project, research and original work, and attendance at a conference. The grant award for presenting is often in the amount of $500, and smaller amounts may be awarded for attending a conference, research, and original work. The ISTC department may also have resources available to support your work. Please contact your program director for more information. If you are interested in taking advantage of the GSA opportunity or for more information about the GSA Award and application process, please visit http://grad.towson.edu/gsc/gsa/awards.asp.
## Fall 2017 Course Schedule

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<tr>
<th>Class</th>
<th>Title</th>
<th>Day</th>
<th>Time</th>
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<tr>
<td>ISTC 541.450</td>
<td>Foundations of Instructional Technology</td>
<td>W</td>
<td>4:20– 6:50pm</td>
<td>219</td>
<td>Brown</td>
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<td>ISTC 615.450</td>
<td>Collection Development</td>
<td>T</td>
<td>4:30– 7:10pm</td>
<td>219</td>
<td>Robinson</td>
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<tr>
<td>ISTC 651.101</td>
<td>Information Literacy &amp; Access</td>
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<td>4:30– 7:10pm</td>
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<td>ISTC 655.101</td>
<td>Multimedia Design</td>
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<td>Lohnes Watulak</td>
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<td>ISTC 667.900</td>
<td>Instructional Development</td>
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<td>ISTC 700.101</td>
<td>Assessment in Instructional Technology</td>
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<td>5:00– 7:40pm</td>
<td>209</td>
<td>Kenton</td>
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<tr>
<td>ISTC 707.101</td>
<td>Learning Environments in a Digital Age</td>
<td>W</td>
<td>5:00– 7:40pm</td>
<td>209</td>
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<tr>
<td>ISTC 731.900</td>
<td>Theory &amp; Practice for Integrating Digital Research into Learning &amp; Teaching</td>
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<td>ISTC 787.900</td>
<td>ISTC Capstone</td>
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<td>EDUC 605.450</td>
<td>Research &amp; Information Technology</td>
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<td>5:00– 7:40pm</td>
<td>408</td>
<td>Shargel</td>
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*Please note that the schedule is subject to change and students should refer to the online schedule of classes for the most current information.*
# Instructional Technology Graduate Faculty & Staff Information

<table>
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<tr>
<th>Main Office—Fax</th>
<th>410-704-4227</th>
<th>HH 216</th>
</tr>
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<tbody>
<tr>
<td>Dr. Gilda Martinez-Alba, Chairperson</td>
<td>x 4-4018</td>
<td>HH 216A</td>
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<tr>
<td>Mrs. Ruth Hipkins, Administrative Assistant</td>
<td>x 4-2576</td>
<td>HH 216</td>
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<tr>
<td>Mr. Andrew Allen, IT Specialist</td>
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<td>HH 206A</td>
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<tr>
<td>Dr. Gail Bailey, Clinical Assistant Professor</td>
<td>x 4-2135</td>
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<td>Ms. Bonnie Maras Brown, Lecturer</td>
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<tr>
<td>Dr. Robert Caples, Visiting Assistant Professor</td>
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<tr>
<td>Ms. Deborah Fuller, Director, Education Technology Center</td>
<td>x 4-2542</td>
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<tr>
<td>Ms. Wendy Gibson, Director Education Innovation Lab</td>
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<tr>
<td>Dr. Jeff Kenton, Associate Professor</td>
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<td>Dr. Qing Li, Professor</td>
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<td>HH 404C</td>
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<td>Dr. Sarah Lohnes Watulak, Associate Professor</td>
<td>x 4-2545</td>
<td>HH 221</td>
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<tr>
<td>Dr. Fran Luther, Assistant Professor</td>
<td>x 4-4537</td>
<td>HH 315</td>
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<td>Dr. Scot McNary, Associate Professor</td>
<td>x 4-4835</td>
<td>HH 102F</td>
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<tr>
<td>Mrs. Suzanne Obenshain, Lecturer</td>
<td>x 4-3144</td>
<td>HH 211</td>
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<tr>
<td>Dr. David Robinson, Asst. Professor School Library Media Program Director</td>
<td>x 4-6301</td>
<td>HH 204A</td>
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<tr>
<td>Dr. William Sadera, Professor, Doctoral Program Director</td>
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<td>HH 222</td>
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<tr>
<td>Dr. Rebecca Shargel, Associate Professor</td>
<td>x 4-2617</td>
<td>HH 413F</td>
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<tr>
<td>Mr. Duane Smith, IT Manager</td>
<td>x 4-2575</td>
<td>HH 210A</td>
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<tr>
<td>Dr. Liyan Song, Professor, Master’s Program Director</td>
<td>x 4-5751</td>
<td>HH 102D</td>
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<tr>
<td>Ms. Lisa Twiss, Lecturer</td>
<td>x 4-3473</td>
<td>HH 203</td>
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<tr>
<td>Dr. David Wizer, Professor</td>
<td>x 4-6268</td>
<td>PSY 200</td>
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<tr>
<td>Ms. Cheryl Wood, Lecturer</td>
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## Graduate Assistants

<table>
<thead>
<tr>
<th>Clare Bailey, Doctoral Program</th>
<th>HH 222</th>
<th><a href="mailto:cbaile16@students.towson.edu">cbaile16@students.towson.edu</a></th>
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<tr>
<td>David Doane, Master’s Program</td>
<td>HH 211</td>
<td><a href="mailto:ddoane1@students.towson.edu">ddoane1@students.towson.edu</a></td>
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