Appendix

Instructional Design & Technology
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Introduction to the Ph.D. Program

In

Instructional Design & Technology

The Instructional Design and Technology (ID&T) Ph.D. program aims to develop competent scholars who will become practitioners and/or faculty in the field of instructional technology. We believe that all members of the profession should contribute to the knowledge base of the field. In the Ph.D. program our goal is to develop both your instructional design and research competencies. Your program of study will help you learn to 1) formulate research questions to address issues in the field, 2) design and conduct quality research to address your questions, 3) present your findings in a scholarly manner, and 5) apply the instructional design process to a variety of performance problems and learning environments to improve performance through the application of empirical research.

Admissions Criteria

Admission decisions are based on several criteria including GPA (graduate and undergraduate), a writing sample, GRE scores (analytical writing, verbal, and quantitative), letters of recommendation, and an individual interview with program faculty.

The minimum acceptable GRE scores vary each year depending on the number of students we are able to admit to the program. In general, it is expected that students will have a score of 500 on the verbal and quantitative tests and 4.5 on the analytical writing test of the GRE.
All applicants must submit an entrance essay as their writing sample.

All applicants must submit 3 letters of recommendation, preferably from university faculty who are familiar with your academic work.

**International Student Admission**

If you have already obtained a degree in the United States, the Test of English as a Foreign Language (TOEFL) is *not* required for admission. Otherwise:

- A TOEFL score of 550 (213 on the computer-based score) is required for undergraduate and graduate degrees.
- Admitted students who have scored between 500 and 550 (213 on the computer-based score) on the TOEFL are eligible for the Graduate Bridge Program. Refer to International Admissions Requirements.

Details on International Student admissions can be found on the Old Dominion website at [http://admissions.odu.edu/international.php](http://admissions.odu.edu/international.php).

**Getting Started**

When you are admitted to the Ph.D. program in ID&T, you will be assigned an advisor. Once you start your program, you should schedule a meeting with your advisor to plan your course of study. The requirements for the program are listed on the ID&T website at [http://education.odu.edu/eci/idt/](http://education.odu.edu/eci/idt/). A form for submitting your plan of work is included on the ID&T web page. You should review this Handbook, the University catalog, and the ID&T website to familiarize yourself with policies and requirements for the program.
### Expectations

The faculty-student relationship is based on two assumptions. First, faculty are responsible for mentoring and developing the students’ research and ID&T skills. Second, students are enrolled in the program to develop their knowledge of the field.

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<th><strong>Student Expectations of Faculty</strong></th>
<th><strong>Faculty Expectations of Students</strong></th>
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<td><strong>Advising</strong></td>
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<td>Faculty are expected to consider each student’s background and help the student develop a plan that will help them achieve personal and professional goals.</td>
<td>Faculty expect students to have a knowledge of the policies and requirements of the University, to make appointments for advising, and to keep their advisor informed of their progress. To successfully advise a student, the student needs to develop a clear set of professional goals and communicate these goals to their advisor.</td>
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<td><strong>Research Projects</strong></td>
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<td>Faculty are expected to encourage students to participate in various aspects of research projects and to pursue their own interests. Prior to a student’s involvement, the faculty member and student should discuss the student’s involvement from beginning</td>
<td>Students are expected to be involved in research projects and have 1-2 publications and/or presentations (either as sole or co-author) in national or international organizations by the time they start their dissertation. To accomplish this goal,</td>
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Students need to be involved in research projects from their first year. Given the low acceptance rate of many journals in the field, students should choose projects wisely and not over-commit. Once a student commits to a project, faculty expect the student to devote the needed time to complete the project.

**Course Work**

Faculty are expected to introduce students to new knowledge and to further develop their expertise in a variety of areas. A professor may offer topics for students to further develop in collaboration with the professor. When pursuing such topics, the professor and student should understand the working relationship (see research projects).

As part of their course work, students should seek to develop papers that develop their expertise in areas that have potential for research and publication. When working with a professor to develop a topic, the student should understand if the project is expected to go beyond the time frame of the course.

**ID&T Program Faculty**

**Dr. Gary R. Morrison, Professor and Graduate Program Director.** Expertise in instructional design, distance education, K-12 technology integration, message design,
instructional technology research, and individualized instructional methods. Research interests include cognitive load theory, instructional strategies, distance education, and technology integration.

**Dr. Rick Overbaugh, Professor.** Expertise in instructional systems design, instructional design theory, applied instructional design, multimedia design and development, curriculum design, and educational technology integration. Research interests focus on the efficacy of instructional strategies and collaborative tools in distributed teaching/learning environments, and hierarchical assessment of knowledge acquisition.

**Dr. Amy Adcock, Associate Professor.** Expertise in instructional design, cognitive processes related to learning, development and implementation of multimedia learning environments. Research interests include the development and implementation of learning technologies including systems for students at a distance, adaptive technologies, gaming and simulation environments and the effects of instructional design on cognitive processes.

Dr. Ginger Watson, Associate Professor. Expertise in instructional design, multimedia/computer-based instruction, simulation/simulator-based training, virtual environments, evaluation, experimental design, performance assessment, and human factors. Research interests include performance, cognition, and learning in simulation, gaming, and virtual environments, adaptive instruction, and physiological measures of learning.

Dr. James Marken, Assistant Professor. Expertise in Human Performance Technology, Needs Analysis, Task Analysis. Research interests include the social and structural dynamics in organizations that affect human performance, and the effects of
culture (whether organizational, national, or international) on training and performance initiatives.

**Research Residency**

Each student will complete a research residency prior to taking their written comprehensive examinations. This research residency is a research project mentored by their advisor. The student will develop a proposal collaboratively with their advisor for the research residency project. After conducting the study, the student will prepare a scholarly paper collaboratively with their advisor and submit it for publication or presentation at a regional or national journal or conference. Students should meet with their advisor to create a work schedule and obtain guidelines for preparing the proposal and paper. It is expected that the student will work closely with the faculty during all phases of the study. The letter/email indicating receipt of the paper for consideration of presentation or publication must be submitted to the advisor prior to applying to take the comprehensive exam.

**Continuation**

The program faculty will meet to evaluate the progress of each student an annual basis to determine the student’s progress toward their doctoral degree. This annual assessment will determine the progress that a student is making in coursework, assistantships (if applicable), dissertation, and contributions to the profession, specifically publications, presentations, memberships, and grant production. A written evaluation will be provided and faculty will meet with the students to discuss the assessment. If the
program faculty judges that sufficient progress is not being made, they will place the graduate student on “concentration area academic probation”. If a student is placed on probation, reviews will be undertaken each semester, including summers. If coursework grade-point averages or other evaluative progress indicators fall below university expectations, the University may place a student on academic probation or suspend them from the university. This is a separate process from the “concentration area academic probation” mentioned above. Either type of probation may happen independently of the other.

**Courses and Ph.D. Course Requirements**

The following links provided updated information on the courses in the program as well as the course requirements for the Ph.D. program.

**Courses Descriptions:**

[http://education.odu.edu/eci/idt/prospective/courses.shtml](http://education.odu.edu/eci/idt/prospective/courses.shtml)

**Ph.D. Course Requirements and Plan of Work:**

[http://education.odu.edu/eci/idt/prospective/doctorate.shtml](http://education.odu.edu/eci/idt/prospective/doctorate.shtml)

**Professional Organizations and Journals**

We strongly encourage our doctoral students to join and become active in one or more professional associations early in their careers. Membership in these organizations and attending regional and national meetings provide students with an opportunity to
meet researchers and practitioners in the field and to develop a network that is valuable for career development. The following is a list of professional organizations.

**Association of Educational Communications and Technology**

http://www.aect.org

**Association for the Advancement of Computing in Education**

http://aace.org/

**American of Educational Research Association**

http://www.aera.net

**International Society for Performance and Improvement**

http://www.ispi.org

**International Society for Technology in Education**

http://www.iste.org/

As a doctoral student, you are encouraged to develop regular journal reading program that will support your research and dissertation. The following is a sampling of journals that might be of interest. Many of these are available in hard copy or online through the library.

*American Journal of Distance Education*

*British Journal of Educational Technology*

*Computers in Human Behavior*

*Contemporary Educational Psychology*

*Distance Education*

*Educational Technology*
Educational Technology Research & Development (ETR&D)

Educational Psychologist

Instructional Science

Journal of Educational Computing Research

Journal of Interactive Learning Research

Journal of Learning Sciences

Journal of Educational Psychology

Performance Improvement Quarterly

Quarterly Review of Distance Education

Review of Educational Research