

PhD Handbook of
Instructional Design & Technology

Fall 2021

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

The Instructional Design & 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 153 on the verbal, 144 on the quantitative, and a 4 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 their 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

<https://www.odu.edu/internationaladm>

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://www.odu.edu/stemps/academics/idt/phd#.V8ckD032Y5k>. 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.

Student Expectations of Faculty	Faculty Expectations of Students
<i>Advising</i>	
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.	Faculty expect students to have 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 their goals to their instructor.
<i>Research Projects</i>	
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 to end so that both can make the right decision. Students who decide not to participate because of already being over-committed should not be penalized by the faculty. Students who work on a project can expect faculty to provide mentorship with various aspects of the project.	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, 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.
<i>Course Work</i>	
Faculty are expected to introduce students to new knowledge and to further develop their expertise in a variety of areas. A	As part of their course work, students should seek to develop papers that develop their expertise in areas that have potential

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).	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.
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ID&T Program Faculty

Dr. John Baaki, Associate Professor. Dr. Baaki has interests in both instructional design and human performance improvement. He is passionately interested in a localized context of use approach to design. One side of localized context of use involves empathic design. How do we have empathy for others? How do we have empathy for context? How do we have empathy for oneself? The other side involves determining the specific moment of use and designing for the moment. We are designers of change and we design to act. He is now researching what a localized context of use means for both learners and designers and what empathy for action in design entails. Questions that always intrigue him include, “What can we learn from fiction writers and designers in architecture, engineering, and graphic design?” and “How do we become better designers of instruction?”

Dr. Tian Luo, Associate Professor. Expertise in social media, Web 2.0, microblogging, computer-based/multimedia instruction, pre-service teachers’ technology use, collaborative learning, online learning environments, mixed-methods. Research interests include emerging technologies, social network analysis, computer-assisted language learning, technology integration, K-12 online teaching, game-based learning, computational thinking, mobile learning, and learning analytics.

Noah Glaser, Assistant Professor. I conduct research related to the design, development, and deployment of advanced learning technologies and educational interventions. Building off of my background in Information Technology and Computer Science I tend to create educational systems that utilize emerging technologies such as video games, virtual reality, simulations, and mobile devices. I am also currently exploring how artificial intelligence can be combined with these technologies to create adaptive and personalized learning experiences. Being one that works in the field of instructional technology, I have also developed an interest in the capture and use of learning analytics to both formatively evaluate my interventions and to evaluate their associated learning outcomes. In this context I extend the notion of learning analytics to also include physiobiological measures such as EEG, eye trackers, and medical wearables. To date, much of my work has been situated within e-health contexts. Through this interdisciplinary approach, I am currently exploring how emerging technologies can be used to promote the access and inclusion of individuals with cognitive conditions such as autism and epilepsy.

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. The research residency course (IDT 879) is offered during the Summer semesters. We strongly encourage students to select a topic that can be completed over the course of the summer and fall semester.

Continuation

Probation occurs when a student's grade point average (GPA) falls below 3.00. Suspension occurs when a student is unable to raise his or her GPA above 3.00 within the next 12 credit hours taken and when he or she is prevented from registering for additional courses. Reinstatement occurs only if the student is permitted to return to the graduate program after submitting an approved plan of study. Separation occurs when a student withdraws voluntarily from a graduate program. Deactivation occurs when a student fails to register for three or more consecutive semesters without permission or an approved leave of absence. Dismissal may occur for a variety of academic reasons such as failure to maintain good academic standing based on specific program requirements or for infractions committed against the Code of Student Conduct.

Course and Ph.D. Course Requirements

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

Course Descriptions:

<http://catalog.odu.edu/courses/idt/>

Ph.D. Program Requirements:

<http://www.odu.edu/stem/academics/idt/phd#.V8ckD032Y5k>

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>

American Educational Research Association

<http://www.aera.net>

International Society for Performance Improvement

<http://www.ispi.org>

International Society for Technology in Education

<http://www.iste.org>

Association for the Advancement of Computing in Education

<https://www.aace.org/>

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

American Journal of Distance Education

British Journal of Educational Technology

Computers & Education

Computers in Human Behavior

Contemporary Educational Psychology

Distance Education

ID&T PhD Handbook

Educational Technology Research & Development (ETR&D)

Educational Psychologist

Instructional Science

International Journal of Designs for Learning

Journal of Applied Instructional Design

Journal of Computing in Higher Education

Journal of Interactive Learning Research

Journal of Learning Sciences

Journal of Educational Psychology

Performance Improvement Quarterly

Performance Improvement

TechTrends

Quarterly Review of Distance Education

Review of Educational Research