

AERA

Instructional Technology SIG

SPRING 2024 - NEWSLETTER

Dear SIG-IT Members,

As we gather for the annual meeting of AERA in 2024, it is an excellent and humble opportunity to celebrate and share our collective achievements and successes as a scholarly community. The program we have planned is exciting, featuring a wide range of paper and poster sessions that highlight the latest research in the field.

Additionally, we have co-organized a joint business meeting with SIG Design & Technology, where we can discuss issues and initiatives of shared research interest (**Friday, April 12, 6:45 to 8:15pm, EST, Location: Pennsylvania Convention Center, Floor: Level 100, Room 104A**). Let us use this event as a platform to build our community, with celebrations, recognitions, reflections, and networking, and explore new ideas that can help us advance our field further.

AERA SIG-Instructional Technology Conference Program

Hi everyone,

First and foremost, it has been a pleasure serving as the AERA SIG Instructional Technology Program Chair. Huge thanks to everyone who submitted proposals to our SIG. It was very exciting to see the range of topics covered in the proposals submitted. I was also deeply impressed with the quality of the proposal submitted, which made for a difficult peer review process for our reviewers. Speaking of reviewers! I am profoundly grateful for our 94 reviewers who took on the very meaningful tasks of providing feedback and recommending proposals for our SIG Instructional Technology program. Huge thanks to all that have volunteered as Session Chairs, you are a critical component for a smooth conference session! Gratitude!

I can humbly say that we have an amazing AERA 2024 program for the SIG! Each session was carefully designed to ideally create a cohesive line up of presentations. I look forward to meeting you in Philadelphia and to your presentations! I am excited for all of us to engage in academic discourse, professional development, and informal social conversations. See you soon! Go Vols!

Enilda Romero-Hall, Ph.D.
Associate Professor,
University of Tennessee Knoxville

2024 AERA ANNUAL MEETING

Philadelphia, Pennsylvania | April 11-14, 2024 | X #AERA24

For details, please check out the program of accepted sessions, with their descriptions and paper titles. Search the [AERA 2024](#) Online Program to locate the author(s). Here is a recap of some of the stats:

AERA 2024 Proposal Submissions

- 67 submitted proposals

Reviewers

- 94 Reviewers

AERA 2024 Accepted Proposals

- 65% acceptance rate
- 43 accepted proposals
- 1 symposium session
- 5 paper sessions (25 proposals)
- 2 roundtable sessions (9 proposals)
- 1 poster sessions (8 proposals)

Huge thanks to all our AERA 2024 session Chairs!

Membership and Financials

SIG-IT currently has **188 members**

Account Balance (rev. February 2024): **\$4,584.47**

This year, funds were used for our AERA SIG Management Fee, for our Best Paper awards, graduate students travel scholarship awards, and certificates.

As you renew your AERA membership and register for the AERA 2025 conference, please do remember to support this SIG-IT by joining the SIG membership. Your membership funds support our awards and our events throughout the year and at the conference.

SIG IT Leadership Team

I am incredibly grateful to be a part of the cohesive and supportive SIG-IT leadership team. Each member has played a pivotal role in ensuring the success of our group, and I am excited to share their accomplishments with you.



Dr. Juhong Christie Liu, as the SIG Chair (2023-24), I cherish the successful collaboration with 2023-24 SIG officers and members. The AERA SIG Instructional Technology has been able to implement new initiatives and maintain consistent communications. We were able to sponsor graduate student travel/presentation scholarships. Many thanks to the advisors for your support! We are also indebted to many reviewers for lending your expertise and time. Please join us at the **SIG business meeting** (joint with SIG Design & Technology) is scheduled for **Fri, April 12, 6:45-8:15pm, Pennsylvania Convention Center, Floor: Level 100, Room 104A, to celebrate and recognize YOU.**

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Dr. Enilda Jannet Romero-Hall, our program chair, has been detail-oriented in the management of the AERA 2024 program for SIG Instructional Technology. This includes overseeing the recruitment of peer reviewers, engaging in peer review assignments, notifying authors about the status of their proposal, and organizing the AERA 2024 program sessions on behalf of the SIG Instructional Technology.

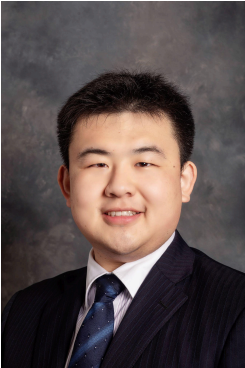
Dr. Akesha Horton, our communication officer, has worked diligently in disseminating SIG announcements and news to our members through the SIG's listserv, social media, and our newsletter. We deeply appreciate her significant effort and creativity in developing and energizing the SIG newsletter, listserv, and social media accounts.



Our Secretary/Treasurer, **Dr. Cathleen (Cathy) Kim**, has overseen our administrative and financial management, maintaining and ensuring proper records and expense tracking. Her attention to detail and high standards of accuracy and accountability are commended and appreciated.

Our awards chair **Dr. Jill Stefaniak**, coordinated the Best Paper award for SIG Instructional Technology. With over 15-years of experience teaching instructional design in higher education and has applied instructional design and performance improvement strategies in higher education, corporate, manufacturing, and not-for-profit settings, Dr. Stefaniak is currently leading a global team to update the IBSTPI Instructional Designer competencies. She is excited to continue to lead the Instructional Technology SIG as Program Chair for 2024-25.

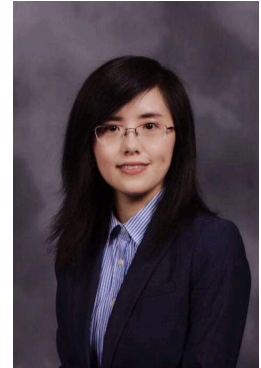


New SIGIT Officers 2024-25

Dr. Hengtao Tang
University of South Carolina
SIG Award Chair



Dr. Lili Yan
Michigan State University
Communications Officer



Dr. Jiahui Wang
Kent State University
Secretary/Treasurer

I am pleased to welcome our newly elected officers who will be joining our leadership team. Beginning at the end of April 2024, Dr. Hengtao Tang, University of South Carolina, will serve as the SIG Award Chair; Dr. Lili Yan, Michigan State University, will serve as Communications Officer; Dr. Jiahui Wang, Kent State University, will serve as the Secretary/Treasurer. The AERA SIG Instructional Technology are also grateful for all the SIG officer nominees who were willing to serve the SIG and AERA. We hope that you will continue your interest in serving, participating, and inspiring the SIG and the field.

I would like to express my gratitude to each of you for being the backbones and launchpad of this SIG. Your contributions, ideas, and involvement are what keep us all going. The SIG-IT team is here to support and connect with you, so please do not hesitate to reach out to any of us at any time.

We hope to see you all in Philadelphia, PA soon!

Sincerely,

Juhong Christie Liu, Ph.D. AERA SIG-IT Chair (2023-2024)
Associate Professor
Director of Instructional Design
Libraries, James Madison University

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SIG-IT – Business Meeting

Instructional Technology SIG and Design and Technology SIG Joint Business Meeting Friday, April 12, 6:45 to 8:15pm, EST, Location: Pennsylvania Convention Center, Floor: Level 100, Room 104A.

We will be announcing and highlighting our award recipients and newly elected officers at our upcoming joint SIG business meeting (with SIG Design & Technology).

AERA 2024 Philadelphia
**INSTRUCTIONAL TECHNOLOGY
& DESIGN AND TECHNOLOGY SIGS**
JOINT MEETING

**APRIL
12**
6:45 to 8:15pm
EST

**Pennsylvania
Convention Center**

Floor: Level 100

Room 104A

SIG-IT Awards

Award Review

Jill Stefaniak, Ph.D. Award Chair, and Juhong Christie Liu, Ph.D., SIG IT Chair: The AERA Special Interest Group (SIG) Instructional Technology received many impactful papers in the fields of emerging technologies for teaching and learning, instructional design, and access and research with learning technologies. Thank you so much to all the SIG members, supporters, and advocates for these submissions, reviewers, and upcoming presentations! The top ranked papers by AERA reviewers were sent to esteemed journal editors or editorial board members for a blind review for two awards from AERA SIG-IT in 2024, based on a set of AERA criteria, including:

- Objectives or purposes
- Perspective(s) or theoretical framework
- Methods, techniques, or modes of inquiry
- Data sources, evidence, objects or materials
- Results and/or substantiated conclusions or warrants for arguments/point of view
- Scientific or scholarly significance of the study or work
- Open comments

SIG-IT Best Paper Award

“Using an AI Conversational Agent to Enhance Responsive Teaching Skills of Preservice Teachers in Math Education” by **Dabae Lee** (Kennesaw State University), **Sheungyun Yeo** (Daegu National University of Education), **Taekwon Son**, and **Eunbae Lee** (Kyung Hee University).

This paper will be presented on **Thursday, April 11, 10:50 to 12:20pm EST**
Philadelphia Marriott Downtown, 5th Floor, Salon K

SIG-IT Best Student Paper Award

“Exploring a Structured Summer Camp Curriculum to Foster Middle School Students’ Understanding of Machine Learning” by **Keunjae Kim** (Indiana University), **Haesol Bae** (University at Albany-SUNY), **Matthew Brown** (Indiana University), **Kyungbin Kwon** (Indiana University), **Krista D. Glazewski** (North Carolina State University), and **Anne Leftwich** (Indiana University). This paper will be presented on **Sunday, April 14, 7:45am to 9:15am EST**
Philadelphia Marriott Downtown, 3rd Floor, Room 301

Acknowledgement

We would like express our deep appreciation to our award reviewers:

Best Paper Award Reviewers:

- Dr. Logan Arrington, University of West Georgia
- Dr. Noah Glaser, University of Missouri
- Dr. Stephanie Moore, University of New Mexico
- Dr. Meina Zhu, Wayne State University

Best Student Paper Award Reviewers:

- Dr. Ahmed Lachheb, University of Michigan
- Dr. Alex Fegely, Coastal Carolina University
- Dr. Elizabeth Bailey, Texas A&M University-Commerce
- Hulya Avci, Texas A&M University
- Hyangeun Ji, Temple University
- Janet Jenkins, Boise State University
- Dr. Keirah Comstock, Simon Business School, University of Rochester
- Dr. Leesa M. Riviere, Fielding Graduate University/Santa Clara University
- Dr. Matthew Caratachea, Goochland County Public Schools
- Dr. Ning Jane Guo, Xi'an University of Architecture and Technology
- Dr. Tatjana Titareva, James Madison University
- Zoa-Gay D Bono Fliglio, Walden University

AERA Special Interest Group (SIG) Instructional Technology (SIG IT052) 2023 Leadership has initiated a **Student Researcher Scholarship** of \$200 for SIG IT student scholars’ travel and presentation at Philadelphia, PA, for AERA24. The scholarship is provided with the following criteria:

- To encourage attendance and support students just entering academia
- To encourage students to continue and sustain in educational research
- To support any pre-full time job student researcher

The following graduate students, verified by their academic supervisors, will receive the scholarship (in alphabetical order of the first authors’ last name):

Student Name	Accepted Proposal Title	Advisor	Institution
Charles Keith	Influence of a Mobile Augmented Reality (MAR) Experience on Families’ Place-Based Observations of Pollinators	Dr. Heather Toomey Zimmerman	Penn State University
Dan He	Unpacking College Students’ Tagging Activities and Networked Knowledge	Dr. Vanessa Dennen	Florida State University
Fan Yang	An Exploration of Instructional Designers’ Prioritization of Competencies	Dr. Jill Stefaniak	University of Georgia
Joseph Wong	Investigating the Mediating Roles of Situational Interest and Mind-Wandering on Children’s Blended Learning Experience	Dr. Lindsey Richland	University of California, Irvine
Keunjae Kim	Exploring a Structured Summer Camp Curriculum to Foster Middle School Students’ Understanding of Machine Learning	Dr. Kyungbin Kwon	Indiana University Bloomington
Liping Yang	Gamification Participation of Students with Different English Proficiency Levels in Online English Learning Platform	Dr. Walter Secada	University of Miami
Mengxi Zhou	Elementary Students’ Reflection on Embodied and Digital Data Literacy Representations	Dr. Joshua Danish	Indiana University Bloomington

SIG-IT – AERA 2023 Presentations

Thursday, April 11

Revolutionizing Instructional Technology

Date/Time: Thu, April 11, 10:50am to 12:20pm

Session Type: Paper Session

Location: Philadelphia Marriott Downtown, Floor: Level 5, Salon K

Chair: Merve Basdogan, Texas Tech University

Examining Relationships Between Engagement and School Culture in Student Cheating Behaviors and AI Chatbot Usage: *Victor R. Lee, Stanford University; Rosalia Zarate, Facebook; Denise C. Pope, Stanford University; Sarah B. Miles, Stanford University; Samantha Turner Selby, Challenge Success*

Using an AI Conversational Age of Enhance Responsive Teaching Skills of Preservice Teachers in Math Education: *Dabae Lee, Kennesaw State University; Sheunghyun Ye, Daegu National University of Education; Taekwon Son; Eunbae Lee, Kyung Hee University*

Learners' orientation to Artificial Intelligence: Is it a tool or a subject?: *George Veletsianos, University of Minnesota; Shandell Houlden, Royal Roads University; Nicole Johnson, Canadian Digital Learning Research Association*

Teaching across Modalities: Exploring Instructor Presence in HyFlex Environments: *Adrie A. Koehler, Purdue University; Lakshmy Mohandas, Purdue University; Nathan Mentzer, Purdue University; Shawn Farrington, Purdue University*

Investigating the Mediating Roles of Situational Interest and Mind-Wandering on Children's Blended Learning Experience: *Joseph Wong, University of California - Irvine; Edward Chen, University of California - Irvine; Jessica Cai, Harvard University; Bella Sarah Lerner, University of Miami; Lindsey E. Richland, University of California - Irvine*

Online Learning Experiences

Date/Time: Thu, April 11, 12:40 to 2:10pm

Session Type: Paper Session

Location: Philadelphia Marriott Downtown, Floor: Level 3, Room 301

Chair: Xintian Tu, Indiana University

Influence of Health, Sleep, and Chronic Illness on Online Students' Mental Fatigue and Academic Performance: *Fethi A. Inan, Texas Tech University; Deniz Unal, Texas Tech University; Edwin Sosi, Texas Tech University; Fatemeh Marzban, Texas Tech University; Gail Alleyne Bayne, Texas Tech University*

Temporal Analysis of Meaningful Forum Posts for Online Learners in MOOCs: *Bokai Yang, University of Wisconsin: Eau Claire; Hengtao Tang, University of South Carolina; Ling Hao, University of South Carolina; John Rose, University of South Carolina*

Situational Motivation for Active and Passive Participation in Asynchronous Online Discussions: A Multiple Case Study in an Online History Class in Higher Education: *Hajeen Choi, Bowling Green State University; Vanessa Paz Dennen, Florida State University*

How Alternative Online Discussion Forums Could Benefit Collaborative Written Argumentation: *Glenn G. Smith, University of South Florida; Michael B. Sherry, University of South Florida; Kimberly Defusco, University of South Florida*

Examining Diversity, Equity, Inclusion, and Belonging in Extended Reality Experiences for Online Learning: *Rebecca M. Quintana, University of Michigan; Emily Canosa, Detroit Institute of Arts*

Immersive Learning: Navigating Extended Education

Date/Time: Thu, April 11, 2:30 to 4:00pm

Session Type: Paper Session

Location: Philadelphia Marriott Downtown, Floor: Level 4, Room 411

Chair: Florence Martin, North Carolina State University

Learning to Teach Bilingual Students via Simulated Teacher Learning Environments: An issue of Equity: *Sultan Turkan, Queen's University - Belfast; Joyce Watson Nutta, University of Central Florida*

Using Immersive Virtual Reality to Enhance Intercultural Sensitivity: An Empirical Study: *Mahnaz Moallem, Towson University; Folashade Agbolade, Towson University*

The Impact of VR-Enhanced Multimodal Learning on Multilingual Learners' Science Conceptual Learning: *Ai-Chu Elisha Ding, University of Georgia*

"Wow! This is so cool!": A Case Study on Using Augmented Reality in Learning Spanish: *Wanju Huang, Purdue University; Shamila Janakiraman, University of Hawaii at Mānoa*

Influence of a Mobile Augmented Reality (MAR) Experience on Families' Place-Based Observations of Pollinators: *Charles Keith, Pennsylvania State University; Ping Xu, Pennsylvania State University; Lillyanna Faimon, Pennsylvania State University; Stephanie Bowles, Pennsylvania State University; Heather Toomey Zimmerman, Pennsylvania State University; Lucy McClain, Pennsylvania State University; Susan M. Land, Pennsylvania State University*

Friday, April 12

Instructional Technology SIG Posters

Date/Time: Friday, April 12, 7:45 to 9:15am EST

Session Type: Poster Session

Location: Pennsylvania Convention Center, Floor: Second Floor, Exhibit Hall A

21st-Century Skills Development Through Educational Digital Games: A Systematic Review: *Salah Esmaeilgoujar, University of Florida; Seyedahmad Rahimi, University of Florida; Maryam Babae, University of Florida*

The Effects of Engagement and Self-Efficacy on Computational Thinking in a Virtual Reality Coding Game: *Jhon Bueno- Vega, Pennsylvania State University and Xinhao Xu, University of Missouri*

Effects of Using a Serious Video Game on Academic Performance, Engagement, and Disengagement in an Undergraduate Biology Course Context: *Ji Yae Bong, University of North Carolina - Charlotte; Ross W. Shaw, MacEwan University; Isabelle Sperano, MacEwan University; Robert Andruchow, MacEwan University*

Enhancing Teacher Understanding of Students' Learning Sentiment Through Data-Informed Learning Design and Journal Entries: *Chih-Hsiung Tu, Northern Arizona University; Cherng-Jh Yen, Old Dominion University; Alexandra Miller, Northern Arizona University; Jennifer M. Werner, Arizona State University; Nesma Raga Nasr, Northern Arizona University; Hoda Harati, Towson University*

An Exploration of Instructional Designers' Prioritization of Competencies: *Fan Yang, University of Georgia; Komal Farooq, University of Georgia; Sicheng Jin, University of Georgia; Hyejin Hwang, University of Georgia; Jill Stefaniak, University of Georgia*

Impact of Visual Programming on Flow, Self-efficacy, and Learning Willingness in Students: *Chiao Ling Huang, National Chi Nan University; Lianzi Fu; I Shu Ching #Yang, National Sun Yat-sen University; Ping-yun Cheng, National Sun Yat-sen University*

Modifying and Evaluating the OpenSUNY Course Quality Review: Course Designer and Instructor

Perspectives on Inclusion: *Mary F. Rice, University of New Mexico; Jingrong Xie, Virginia Tech; Yuna Ferguson, Truman State University; Linda Gulinna, University of Pennsylvania; Mark Nichols, Virginia Tech*

Online College Students' Help Seeking in a Social Media Environment: *Victor Law, University of New Mexico; Kun Huang, University of Kentucky; Anita Lee-Post, University of Kentucky*

The Role of Learning Analytics in Shaping Meaningful K-12 Learning Experiences: A Systematic Review: *Mimi Adjei, The Ohio State University; Ana-Paula Correia, The Ohio State University*

Ethics of AI in Ed: Five Humans and ChatGPT Discuss

Date/Time: Fri, April 12, 11:25am to 12:55pm

Session Type: Symposium

Location: Philadelphia Marriott Downtown, Floor: Level 4, Franklin 11

Chair: Glenn G. Smith, University of South Florida

Harnessing ChatGPT to Craft Custom Learning Games: *Glenn G. Smith, University of South Florida*

ChatGPT, Cheating, and Change: What All Educators Need to Know, and What's Next: *John Licato, University of South Florida*

Ethical Imperatives and Pedagogical Potentials: *AI Integration and Primary Source Analysis in Early Childhood and Elementary Education: Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida*

Generative AI and The Formation of Practical Wisdom: *Ethical Considerations for The Classroom: Simon Dutton, University of South Florida; Lily Abadal, University of South Florida*

Automation and Artificial Intelligence in Marx's Fragment on the Machines: *Sam Badger*

Saturday, April 13

K-12 Education and Instructional Technology

Date/Time: Sat, April 13, 9:35 to 11:05am

Session Type: Roundtable

Location: Pennsylvania Convention Center, Floor: Second Floor, Exhibit Hall B

Chair: Yufei Chen, Loyola MaryMount University

Session Type: Roundtable Session

Elementary Students' Reflection on Embodied and Digital Data Literacy Representations: *Mengxi Zhou, Indiana University; Selena Steinberg, Indiana University; Joshua Adam Danish, Indiana University; Christina Stiso, Indiana University; Chris Cruz-Gonzalez, Indiana University*

English Language Learning Outcomes of a Research-Based Digital App for Chinese and Japanese Children: *Hee Jin Bang, Age of Learning; Alison Mackey, Georgetown University; Akiko Fuji, International Christian University*

Experiences of High School Teachers Who Implement Digital Citizenship Curriculum: *Kristopher Patrick Daniels, Kennesaw State University; Tiffany Anne Roman, Kennesaw State University*

The influence of Resource Interdependence During Collaborative Problem Solving: Tracking Changes in Knowledge Structure: *Kyung Kim, Korea Institute of Energy Technology*

Data Driven-Decision Making

Date/Time: Sat, April 13, 1:15 to 2:45pm

Session Type: Paper Session

Location: Philadelphia Marriott Downtown, Floor: Level 3, Room 301

Chair: Eileen McGivney, Northeastern University

Multimodal Learning Analytics in K-8 Research: A Systematic Review: *Secil Caskurlu, Florida State University; Ceren Ocak, Georgia Southern University; Chih-Pu Dai, University of Hawaii at Manoa*

Understanding Middle School Students' Self-Efficacy in a Technology-Enriched Problem-Based Learning Program: A Learning Analytics Approach: *Min Liu, University of Texas at Austin; Ying Cai, University of Texas at Austin; Songhee Han, University of Texas at Austin; Peixia Shao, University of Texas at Austin*

Enhancing Open Educational Resources Sustainability and Impact: A Longitudinal Study Using Learning Analytics: *Daniela Castellanos-Reyes, North Carolina State University; David A. Wiley, Lumen Learning*

Systematic Review of Research on Factors Impacting Inservice Teachers Technology Integration in K-12 Classrooms (2013-2022): *Tuba Gezer, The Ohio State University; Florence Martin, North Carolina State University; Elife Ceviker, UMass Chan Medical School*

Exploring the Effects of Collaboration in Technology Infused Settings on K-12 Students' Computational Thinking: A Systematic Review: *Maryam Babae, University of Florida; Seyedahmad*

Rahimi, University of Florida; Salah Esmailigoujar, University of Florida

Sunday, April 14

Computer Science and Computational Thinking

Date/Time: Sun, April 14, 7:45 to 9:15am

Session Type: Paper Session

Location: Philadelphia Marriott Downtown, Floor: Level 3, Room 301

Chair: Juhong Christie Liu, James Madison University

Preparing Core Subject Area Preservice Teachers to Integrate Computer Science with Robots: *Alex Fegely, Coastal Carolina University; Cory Gleasman, Tennessee Tech University; Tammi Kolski, University of South Carolina*

The Impacts of Research-Based Computational Thinking (CT) Professional Learning on Teachers' Practice Efficacy and Teaching: *Jiangmei May Yuan, West Virginia University; Carla Brigandi, West Virginia University; Karen E. Rambo-Hernandez, Texas A&M University; Cathy Manley, West Virginia University; Sarah Elizabeth Spencer, Texas A&M University*

Exploring a Structured Summer Camp Curriculum to Foster Middle School Students' Understanding of Machine Learning: *Keunjae Kim, Indiana University; Haesol Bae, University at Albany - SUNY; Matthew Brown, Indiana University; Kyungbin Kwon, Indiana University; Krista D. Glazewski, North Carolina State University; Anne Leftwich, Indiana University*

Future Teachers' Interest, Competence, and Perception of Utility Value Regarding Computational Thinking in Teaching Science: *Ugur Kale, West Virginia University; Yuanhua Wang, West Virginia University; Ayah Aldebyan, West Virginia University; Tanner Mann, West Virginia University; Nathaniel O'Brien, West Virginia University*

The Design of Integrated Computer Science Instruction in the Context of Teacher Professional Development: *Hilary Mead, University of Delaware; Amanda Note, University of Delaware; Chrystalla Mouza, University of Illinois at Urbana-Champaign; Rosalie Rolon-Dow, University of Delaware; Lori Pollock, University of Delaware*

Instructional Technology in Diverse Environments

Date/Time: Sun, April 14, 9:35 to 11:05am

Session Type: Roundtable

Location: Pennsylvania Convention Center, Floor: Second Floor, Exhibit Hall B

Chair: Kierah Comstock, University of Rochester

Gamification Participation of Students With Different English Proficiency Levels in Online English Learning Platform: *Liping Yang, University of Miami*

Perceptions of immersion in a student-teacher course using an immersive virtual reality (VR) classroom: *Chris Mayer, University of Mannheim; Robert Muehldorfer, Universität Mannheim; Juergen Seifried, University of Mannheim*

Preservice Teachers Interpretations of Classroom Technology: Analyzing Technology Integration Over Time: *Cathleen K. Kim, Pacific Lutheran University; Nicole Query, Pacific Lutheran University*

Unpacking College Students' Tagging Activities and Networked Knowledge: *Dan He, Florida State University; Vanessa Paz Dennen, Florida State University*

SIG-IT Member News

Member Highlights

Hulya Avci, Doctoral Candidate at Texas A&M University

hulya.avci@tamu.edu | <https://hulyavci22.wixsite.com/hulya-avci> | X: @HulyaAvci

ResearchGate: <https://www.researchgate.net/profile/Hulya-Avci>



I am a doctoral candidate in the Learning Sciences program with an emphasis in Learning Design and Technology at Texas A&M University. Currently, as a graduate research assistant, I have been working on a research project titled "Advances in Research on Teaching" (teaching and teacher education in international contexts) under the leadership of my Co-Chair, Dr. Cheryl Craig in the Department of Teaching, Learning & Culture, TAMU. My recent research interests are teacher education, professional development, digital competence/literacy, AI literacy, digital divide, digital equity, online learning, adult learning, interactive learning environments including digital games, instructional design, and technology-enhanced learning.

My current research project is my dissertation which focuses on an in-depth examination of the perceived digital competence of secondary in-service teachers across U.S. districts. In this independent study, employing a multi-method research design, I have been triangulating findings from multiple sources, providing a more robust and comprehensive view of the complex landscape of digital competence of in-service teachers. The in-depth interviews and focus group discussions I have been recently conducting with K-12 teachers from diverse regions across the country have been instrumental in capturing their rich and nuanced lived experiences pre- and post-pandemic in relation to their digital competencies.

What do you usually do outside of work and research? Trying to practice four pillars of self-care: physical, emotional, mental, and spiritual.

Any professional accomplishments to celebrate? (i.e. recent publication, grant award, etc..)

I was selected as the recipient of the School of Education and Human Development (SEHD) Graduate Research Grant. This incredible opportunity has become a significant boost or a game-changer to my current dissertation project and I am so grateful for this invaluable support propelling my dissertation project forward. And one more thing to share, I successfully defended my dissertation proposal about two weeks ago and became a Ph.D. candidate (A.B.D.). I am truly thankful for this milestone and excited for the opportunities that lie ahead.

Dr. Caitlin Kirby, Associate Director of Research at Michigan State University's Enhanced Digital Learning Initiative

kirbycai@msu.edu | <https://caitlinkirby.wordpress.com/>



I work to develop and research equitable, accessible, and engaging learning experiences with digital and online components.

I utilize qualitative and quantitative research methods with an ever-expanding toolbox of data analysis techniques, including multilevel multivariate analysis, factor analysis, and various comparative statistical analyses. I am a proficient user of Stata, R, and Qualtrics.

Previously I worked as a postdoctoral Researcher at the University of Nebraska Lincoln, studying undergraduates' scientific literacy in the context of socioscientific issues. I earned my PhD in Environmental Science and Policy and STEM Education at Michigan State University in 2020. I completed a 2020 Fulbright student research grant at the Research Institute for Regional and Urban Development in Dortmund, Germany. My research projects have been in the contexts of climate change, urban agriculture, university classrooms, and Indigenous spaces.

I utilize mixed-methods research in higher education classrooms, studying the impacts of pedagogy, professional development, and integration of technologies in the classroom. My research interests are interdisciplinary, though my background is in STEM education.

Currently, we are engaging in some research around the use of generative AI in college classrooms. I am also the PI on a newly-funded NSF IUSE grant studying blended face-to-face and online learning. Given the huge variation in how instructors implement blended courses, this research is working to isolate the impacts of temporal flexibility (synchronous or asynchronous), instructor- versus technology-mediated contact hours (whether a class is in-person or online), and geographical flexibility (whether students can complete the in-person course portions online rather than attending in-person).

What do you usually do outside of work and research?

I enjoy raising my 2-year-old daughter, reading, and spending time at the gym.

Any professional accomplishments to celebrate? (i.e. recent publication, grant award, etc..)

Recently awarded an NSF IUSE grant for \$400k entitled "Improving Learning Outcomes and Equity in Blended Online and Face-to-Face Learning"

Dr. Caitlin Riegel, Assistant Professor in the College of Education at Niagara University in New York State, ceriegel@niagara.edu:

Dr. Riegel was selected as the 2023 [Journal of Research in Technology in Education](#) Reviewer of the Year!

Dr. Ela Castellanos-Reyes, Assistant Professor at North Carolina State University
dcastel2@ncsu.edu | <https://www.elacastellanosreyes.com/>



I'm an Assistant Professor at North Carolina State University as part of the Digital Transformation of Education cluster. I am a 2022 NAEEd/Dissertation Fellow and I hold a Ph.D. Curriculum and Instruction focused on Learning Design and Technology from Purdue University. My research interests include online interactions of adults and non-traditional learners and identifying course design features that support online learners' social presence through social learning analytics. I also work on networked and open learning.

What do you usually do outside of work and research?

I read novels. The latest ones are "Violeta" by Isabel Allende and "Klara and the Sun" by Kazuo Ishiguro.

Any professional accomplishments to celebrate? (i.e. recent publication, grant award, etc..)

I recently received the Outstanding Publication Award: Book Chapter, with the chapter entitled "Mobile Learning for Emergency Situations: Four Design Cases from Latin America" by the Association of Educational Communications and Technology (AECT), Culture, Learning, and Technology (CLT) Division. This was a group effort with other hispanic scholars (Dr. Enilda Romero-Hall, Dr. Lucas Vasconcelos, and Dr. Belén García Bernal) to highlight the work in the Global South.

Member Publications

Alex Fegely (agfegely@coastal.edu) Assistant Professor of Instructional Technology, Coastal Carolina University:

- **Fegely, A.**, Gleasman, C.L., & Kolski, T. (2023). Evaluating educational robotics as a maker learning tool for pre-service teacher computer science instruction. Educational Technology Research & Development. <https://doi.org/10.1007/s11423-023-10273-6>

- Cherner, T., **Fegely, A.**, Hou, C., & Halpin, P. (2023). AI-powered platforms for improving public speaking skills: Takeaways and suggestions for improvement. *Journal of Interactive Learning Research*, 34(2), 339-367. <https://www.learntechlib.org/primary/p/222302/>
- **Fegely, A.**, Winslow, J., Lee, C.-Y., & Setari, A.P. (2023). EdTech Align: A valid and reliable instrument for measuring teachers' edtech competencies aligned to professional standards. *TechTrends*, 68. <https://doi.org/10.1007/s11528-022-00824-8>

Ana-Paula Correia (correia.12@osu.edu) Professor, The Ohio State University:

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Belle Li (li4808@purdue.edu) Doctoral Student, Purdue University:

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Dan He (dhe@fsu.edu) Doctoral Student, Florida State University:

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Lauren Eutsler (lauren.eutsler@unt.edu) Associate Professor, University of North Texas:

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Mary Rice (maryrice@unm.edu) Associate Professor of Literacy, University of New Mexico:

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Mengxi Zhou (mz13@iu.edu) Doctoral student, Indiana University Bloomington:

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Qian Xu (xu1034@purdue.edu) Doctoral Student, Purdue University:

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Robert B. Kozma (bob@design-a-better.world) Emeritus Principal Scientist, SRI International:

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Theodore J Kopcha (tjkopcha@uga.edu) Professor of Learning, Design, and Technology, University of Georgia:

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Thomas C. Reeves (treeves@uga.edu) Professor Emeritus, The University of Georgia:

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Victoria L Lowell (vllowell@purdue.edu) Clinical Professor, Purdue University:

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Weijian Yan (yan400@purdue.edu) Doctoral student, Purdue University at West Lafayette:

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Yvonne Earnshaw (yearnsha@kennesaw.edu) Assistant Professor, Kennesaw State University:

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