IDPT Program Forges Ahead  
By Lucy A. Snyder, M.A.

Franklin University’s Instructional Design & Performance Technology program continues to see steady increases in enrollment.

“The IDPT program teaches students how to design the right kind of instruction for adult learners, and how to analyze a performance to determine if more instruction is actually needed,” says graduate student Tawana Washington. “I have been given a tremendous set of tools to help a business solve performance issues.”

Several students are pursuing the newly-launched Graduate Certificate in Instructional Design. It provides expertise in instructional design to individuals who want to increase their excellence in learning and performance. The certificate is composed of 4 courses in the IDPT program: Principles of Learning Theory, Principles of Instructional Design, Principles of Human Performance Technology, and Enhancing Learning with Technology.

“Perhaps the most valuable aspect of the IDPT program is that it provides our graduate students with a balanced ‘theory-to-practice’ approach to the field of instructional design,” says Dr. Rob Wood. “The coursework helps students learn the rules and how to apply them and, in many cases, how to creatively ‘break’ those rules to produce outstanding learning.”

To learn more, visit http://www.franklin.edu/instructional-design-certificate-graduate.

Dr. Rob Wood on Instructional Design  
By Dr. Joel Gardner

Dr. Rob Wood is one of the most experienced faculty members here at i4. I recently sat down with him to discuss his perspective on instructional design.

JG: You’ve been designing courses for over 27 years, but you studied photography and television production. Why have you decided to stay in this field?

RW: Because it’s challenging, it’s creative. It’s an opportunity for me to try to truly make a difference in students’ lives by giving them quality instruction. And it’s fun. It’s the systematic approach that I love. Whether you’re using a specific model or just intuition, it’s really the systematic approach that makes it work and that makes it fun along the way.

JG: What does your typical day look like?

RW: I do anything from work on course design maps to research course materials to study emerging technologies. It varies from day to day.

JG: How much has instructional design changed for you?

RW: I’ve witnessed a tremendous amount of change, particularly in the way that design is approached. The foundation of instructional design was created during World War II, and they used a specific model called Instructional Systems Design (ISD). That model has evolved to a great extent, particularly in terms of how to make it more efficient. So you have the successive approximation model, which is one we use here at i4. It’s a constant process of learning and growing.

JG: How do you work effectively with faculty members?

RW: The most important aspect is collaboration. Typically if I’m with a faculty member and we’re working on a course, I’m not going to talk about instructional theories or instructional strategies, but what I will do is present the ideas. And in doing that, I’m helping them learn about good instructional design.

JG: What advice do you have for new designers?

RW: When I began as an instructional designer, I asked my supervisor that same question. His response has stayed with me all this time. He said that if I could tolerate change, ambiguity, and uncertainty, I could become a good designer. I’ve thought about that, and what it means to me is that I have to continue to be quick on my feet, to flow with the changes that are happening in the field and with the changes that are happening in the organization that I work for. And as long as I can do that, then I think that I’ll be successful.
TLHE Conference Success
By Carolyn LeVally

The annual Teaching & Learning in Higher Education (TLHE) conference inspired educators and encouraged sharing and learning. Hosted by Franklin University and i4, conference events spanned over two days for the first time in conference history.

Thursday, June 4: PRE-CONFERENCE EVENTS
Day 1 started off with a flurry of activity as conference participants attended the many morning workshops. One main theme of the morning was exploring the idea of faculty as coaches. By taking on the role of a coach and helping students make personal connections to their coursework, faculty can help boost overall student success. This theme carried over to afternoon sessions that covered topics such as blended learning and media/technology integration.

After sessions finished for the day, participants had a chance to network and enjoy appetizers at Lindey’s Restaurant in German Village.

Friday, June 5: CONFERENCE EVENTS
Day 2 began with a buzz of energy as Dr. Jim Mahoney gave his keynote address on teaching relationships, self-reflection, inspiration, and hard work.

With his inspiring words in mind, participants chose their first sessions of the day as the keynote address came to a close. Sessions covered a variety of higher education topics such as student engagement, course design, media integration, stress management, and faculty mentoring.

Idea sharing and collaboration continued over lunch as participants had the options of attending several special interest groups or viewing poster presentations in the main library.

Recharged, participants continued on to the afternoon sessions, where presenters offered sessions on topics such as educational technology, communities of practice, peer group collaboration, motivating students learning a second language, transmedia storytelling, gaming, blogging, and eLearning.

Franklin University also honored faculty with Teaching Excellence Awards that afternoon in Ross Auditorium. The conference concluded with a reception that included food, entertainment, and a raffle.

Over the course of the conference, attendees formed relationships and shared new ideas through community and sharing.

We hope this sharing and inspiration go far beyond our conference and shapes the future of teaching and learning in higher education.

Dr. Karen Miner-Romanoff To Lead i4
By i4 Staff

Our faculty and staff are excited that Dr. Karen Miner-Romanoff has been named as the new Associate Provost for Academic Quality and Executive Director of i4.

“I have worked with Dr. Miner-Romanoff on several projects,” says Dr. Barbara Fennema, former Dean of i4. “She is dedicated to our educational mission, and she’s bringing an energy, professional expertise and passion for academic excellence that will serve i4 very well in the years to come.”

“She gives the best of herself and expects the best from the people around her,” says i4 content editor Erin Wehmeyer. “She is a cheerleader, a motivator, and a mentor. She is a champion and advocate for the people, ideas, and institutions that she believes in.”

Dr. Miner-Romanoff has been with Franklin since 2011 and previously served as the Program Chair for Criminal Justice Administration. She holds a PhD in Public Policy and Administration and a JD.

“We are all looking forward to seeing i4 grow under her new leadership,” says content editor Lucy A. Snyder. “It’s a tremendously exciting time for staff and faculty alike.”
TLHE Conference Keynote on Franklin TV
By Amy Vinchesi

Dr. Jim Mahoney, Executive Director of Battelle for Kids, gave this year’s TLHE Conference keynote address. To showcase the University’s commitment to innovative technologies, Franklin TV streamed his talk into session classrooms. Conference attendees enjoyed the entertaining, engaging address (props included a coconut on a string) in a more up close and personal setting.

Viewers were also treated to a simultaneous live stream of TLHE’s Twitter feed, where attendees enthusiastically shared quotes and ideas.

Dr. Mahoney’s most retweeted quote: “The grass isn’t greener on the other side; the grass is greener where you water it. So if you water ideas, you get innovation.”

Thanks to TLHE, Dr. Mahoney, and Franklin TV, everyone’s grass grew a little taller that day!

Building a Conference and Academic Community: A Chat with Fawn Winterwood
By Kayleigh Hughes

Dr. Fawn Winterwood, Director of Teaching Effectiveness in i4, coordinates the TLHE conference. I sat down with her to talk about the event, its origins, and its goals.

KH: Why is the conference important for i4 and Franklin?

FW: The conference emerged primarily from our desire to provide high-quality faculty development for our adjunct faculty members. It has continued to evolve, and now it has become a regional teaching and learning event for all higher education faculty.

KH: Can you talk more about your desire to build community?

FW: Odd as it might seem, teaching professionally can be lonely work, especially if you teach online or part-time. In smaller schools, faculty might only have a few colleagues to discuss their ideas about teaching. It’s a joy to be able to have conversations with other people who may add fresh perspectives to the topics you’re thinking about.

One of the big things we tried to do was to create spaces for people to connect. That’s why we offered the lunchtime special interest groups, that’s why we built in time for the mixers and other events where we can get people together in the same rooms to have those conversations.

KH: How has the conference grown?

FW: It started really small. That first year, it was all about development for our adjunct faculty members. We didn’t even think about other people coming. The second year, we focused a bit more on growth. So while it was still really Franklin focused, we reached out to our partners and had some success there.

This year, we wanted to open it up to the wider academic community. We wanted to include faculty and staff from more universities and bring in lots of fresh ideas. A good percentage of our presenters this year were not from Franklin.

KH: We had a lot of people from a lot of places!

FW: And that’s what we were going for. We’ve gone from a tiny, Franklin-focused event to a much broader conference for educators from a wide range of colleges and universities.

We’ve gone from assuming our audience will be Franklin adjunct faculty members to knowing our audience will be educators from all over the world. We’re on the trajectory we hoped to be on.

You can learn more about the TLHE Conference by visiting http://guides.franklin.edu/TLHE/2015.
i4 Supports Special Training in Dubai
By Barbara Carder, M.S.

Dr. Leslie King, Dean of the College of Health and Public Administration, traveled to Dubai in May to deliver training at Al Baha University.

“We have a relationship with Al Baha to develop programs,” says Dr. King. “This training class was ‘New Trends in Quality Management’ for directors and managers in their non-academic areas, such as the directors of the library, the warehouse, and facilities.”

Dr. King says that the “Trends” class covered strategies and implementation for continuous improvement models. “We covered a wide range of topics, including process improvement, leadership qualities, assembling high-performance teams, and performance evaluation, and how to apply all of this to performance management strategies.”

Omar Alomari served as Dr. King’s interpreter, a critical role because very few of the attendees knew English.

“He translated more through explanation of context and phrases rather than single words,” Dr. King says.

“It was a new experience because we had to learn how to work with the interpreter as well as understand the cultural differences and the business environment,” he says. “We considered all topics and the business environment as part of a dynamic flow to improve total quality. It was a good experience.”

King was assisted by Dr. Rob Wood and Dr. Hong Wang, both faculty members at i4.

“Dr. Wood and Dr. Wang provided PowerPoints and gave us some structure and activities, and were very helpful,” Dr. King says. “We went over there with a broad idea of the topics needed, and we adapted to some changes they wanted.”

Al Baha flew 21 men into Sharjah for the program, and the participants received a New Trends in Quality Management certificate of completion. Sharjah is the name of the city and the name of the state (like New York, New York) within the country of Sharja, which is part of the United Arab Emirates.

“American tourists and American shops were very visible in Dubai and Sharja, and the food, both Middle Eastern and western, was great. It was an interesting and good mix of culture,” says Dr. King.

Franklin enjoys a growing partnership with Al Baha.

“A six-month project to develop programs in the health care arena (Hearing & Speech, Clinical Nutrition, Emergency Medical Services, Health Information Technology, English and Pharmacy) will soon be completed, and we hope to continue to do more with Al Baha,” says Dr. King.

Fulbright Scholars Visit Franklin and i4
By Lucy A. Snyder, M.A.

In March, two Fulbright scholars spoke at Franklin University. The first was Dr. Natalia Borysenko, Associate Professor at Taras Shevchenko National University of Kyiv, Ukraine. The second was Dr. Sylvester Maphosa, Chief Research Specialist: Governance and Security at the Human Science Research Council in Pretoria, South Africa.

i4 instructional designer Dr. Natalya Koehler hosted Dr. Borysenko during her stay in Columbus, and i4’s Dr. Fawn Winterwood spoke on “Preparing Faculty for Transnational Teaching and Learning” after Dr. Borysenko’s presentation.

Both Fulbright scholars’ presentations are available online: http://video.franklin.edu/Franklin/Channels/events/livefeedMar23rd2015.html
http://video.franklin.edu/Franklin/Channels/events/livefeedMar26th2015.html

Get More out of i4

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