

Tiffany A Koszalka

Syracuse University | School of Education | Instructional Design, Development and Evaluation 264 Huntington Hall Syracuse New York 13244 | takoszal@syr.edu

PROFESSIONAL PREPARATION

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|-----------------------------|------------------|------------------------------|-------------|
| Monroe Community College | Rochester NY | Natural Science & Math | A.A.S. 1982 |
| St. John Fisher | Rochester NY | Psychology / Biology | B.S. 1984 |
| Rochester Institute of Tech | Rochester NY | Instructional Technology | M.S. 1985 |
| Penn State University | State College PA | Instructional Systems Design | PhD. 1999 |

APPOINTMENTS

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| 09/01 – present | <i>Professor</i> , Instructional Design, Dev. & Eval Depart, Syracuse U. |
| 01/00 – 08/01 | <i>Assistant Professor/Post doc</i> , Instructional Systems Design, Penn State U, |
| 01/00 – 08/01 | <i>Director Assessment and Research</i> , Co-PI KaAMS/NASA, Penn State U. |
| 09/96 – 12/99 | <i>World Campus Instruction / INSYS Research assistant</i> , Penn State U. |
| 1985 - 1996 | <i>Various Instructional Design/Media leadership positions</i> in business |

PRODUCTS

Related Products

Wilhelm-Chapin, M.K. & **Koszalka, T.A.** (2020). Graduate students' use and perceived value of learning resources in learning the content in an online course. *TechTrends*, 1-12. doi:10.1007/s11528-019-00464-5

Koszalka, T.A., Wilhelm-Chapin, M.K., Hromalik, C.D., Pavlov, Y., & Zhang, L. (2019). Prompting deep learning with interactive technologies: Theoretical perspectives in designing interactive learning resources and environments. In P. Díaz, A. Ioannou, K.K. Bhagat, & J.M. Spector (Eds.), *Learning in a digital world: Perspective on interactive technologies for formal and informal education* (pp. 13–36). Singapore: Springer. doi: 10.1007/978-981-13-8265-9_2

Hromalik, C. & **Koszalka, T. A.** (2018). Self-regulated digital learning resource use in an online language course. *Distance Education* 39 (4), 528–547 <https://doi.org/10.1080/01587919.2018.1520044>

Luo, H., **Koszalka, T.**, & Zuo, M. (2016). Investigating the Effects of Visual Cues in Multimedia Instruction Using Eye Tracking. *Published proceedings of ICBL'2016: the 6th International Conference on Blended Learning* (pp. 63-72). Beijing: Springer International Publishing. doi:10.1007/978-3-319-41165-1_6

Koszalka, T., & Ntloedibe-Kuswani, G.S. (2010). Literature on the safe and disruptive learning potential of mobile-technologies, *Distance Education*. 31(2), 139-150.

Other Significant Products

Grabowski, B., Beaudoin, M., & **Koszalka, T.** (2016). Issues in Learning Technology: Competences for designers, instructors and online learners. In N. Rushby & D. Surry (eds) *Handbook of Learning Technology*. Wiley Publications.

Hall, J.A., **Koszalka, T.A.**, Soud, L., & Wu, Y. (2014). Designing Feedback to Increase Interaction and Learning in a Self-Study Course. *Published proceedings for the Association for Educational Communications and Technology Convention*. Jacksonville, FL.

Koszalka, T., Epling, J., & Reece-Barnes, J. (2013). Synthesis of Recent Literature on Educational Technologies in Medical Curricula. In J. M. Spector, M. David Merrill, Jan Elen, & M. J. Bishop (eds.) *Handbook of Research on Educational Communications and Technology*. New York: Springer.

Koszalka, Tiffany A.

Koszalka, T., Russ-Eft, D., & Reiser, R. (2013). Instructional Designer Competencies: The standards (4th edition). Charlotte, NC: Information Age publishing.

Russ-Eft, D., Bober, M., de la Teja, I., Foxon, M., & *Koszalka, T. (2008). Evaluator Competencies: Standards for the Practice of Evaluation in Organizations. Jossey-Bass.*

SYNERGISTIC ACTIVITIES

- **Innovations in teaching and training:** Collaboratively created a series of 5 connected and interactive short tutorials to support graduate students in developing understanding of learning and its relationship to designing instruction. All are resident in each course of the MS in IDD&E program and used to support various professional development sessions for Future Professoriate Program (FPP) and faculty development sessions: (i) Instructional Design Profession and ADDIE; (ii) Instructional Design Competencies; (iii) Primer on processes and levels of learning; (iv) Writing learning objectives, (v) Assessment and Instructional Strategies. These short tutorial can be found at: <https://ridlr.syr.edu/tutorials/>
- **Contributions to the science of learning:** Developed and psychometric validated a published attitude instrument measuring the attitude of educators toward the use of web technology in their teaching. It has been used globally in multiple research studies and adapted for use in studies on specific technologies (e.g., interactive white boards, specific computer and mobile technologies) See *Koszalka, T. (2000). The validation of a measurement instrument: Teachers' attitudes toward the use of web resources in the classroom. Quarterly Review of Distance Education. 1(2), 139-144.*
- **Developed databases to support research and education:** Collaboratively designed and created a database (with faculty and Assoc Provost) to support IDD&E's annual Middle States Assessment. In use for several years and includes collection and analysis of course evaluation data, solicited student feedback, doctoral student productivity data, faculty productivity data, alumni productivity data that are aligned with each IDD&E program student outcome measure. Database are collected at the end of each semester and analyzed to support Middle States annual reports and curricular continuous improvement efforts through evidence-based means.
- **Service to the scientific and engineering communities:** Sample of representative sponsored research collaborations bringing instructional design / educational technology to science and engineering contexts and communities: (i) partnership with SU COE faculty to create, disseminate, and study engineering concepts integrated into rural middle schools (NASA Reuseable Launch Vehicles); (ii) partnership with SU A&S physics faculty integrating astronomy and space science into K-12 urban education (NASA Initiative to Develop Education through Astronomy and Space science); (iii) partnership with SUNY Upstate Medical University faculty to train Family Medicine Faculty in instructional sciences (NIH Family Medicine Faculty Development Grant); (iv) partnership with SU COE and A&S faculty to place engineering and science graduate students in urban school science classes to work with teachers and students on authentic engineering and science projects (NSF GK-12); partnering with farmer outreach organization directors to help integrate technology into farmer professional development giving farmers technology skills (NY State Agriculture Grants); (v) partnering with down state Nursing School director and faculty to enhance hybrid education through technology integration in classroom and blended nursing courses, trained nursing faculty in instructional science and design strategies to create effective and efficient technology-enhanced nursing instruction (Hartwick Faculty Development Fund).