

Fulbright Scholar-in-Residence Program (S-I-R)

Academic Year 2026-2027 Competition

FY26 Scholar Recruitment Memo

Name of Host Institution: University of Oklahoma-Norman Campus

Location: Norman, OK

Institution Website: <https://www.ou.edu/>

| | |
|---|---|
| Scholar: To be recruited | Program Start: 8/15/2026 |
| Country of Origin: Australia or South Korea | Monthly Stipend Allowance according to location: \$3,436 |
| Discipline: Education | Program Length in Months: 9 |
| Hosting Department: Department of Educational Psychology | Locale: Suburban |

Institutional and Program Summary:

Summary of Activities: The scholar will teach courses related to instructional design and digital technologies for teaching and learning such as instructional design, multimedia development, extended reality for education, and special topics (e.g., emerging technologies, podcasting). The specific courses will be determined in consultation with the scholar. The scholar will also conduct workshops and engage with the OU and local community.

Teaching Summary: The scholar will be hosted in the Learning Experience Design and Technology program within the Department of Educational Psychology in the College of Education. They will independently teach four graduate-level courses (two in the fall and two in the spring). The courses focus on instructional design and digital technologies for teaching and learning such as instructional design, multimedia development, extended reality for education, and special topics (e.g., emerging technologies, podcasting). Average enrollment in each course ranges from 10 to 15. Depending on their interests and areas of expertise, the scholar-in-residence may also have the option of replacing one or two of the four independently taught courses with a co-teaching arrangement with LXDT faculty. The LXDT program emphasizes hands-on, project- and problem-based learning, and the scholar will be encouraged to incorporate elements of this approach in their teaching.

Scholar Profile: The ideal scholar will hold a doctorate in education or curriculum and instruction, preferably with a specialization in Learning Experience Design and Technology, Instructional Technology, Learning Design and Technology, Educational Technology, Multimedia Learning, or related fields. A minimum of five years of teaching experience is required at a reputable higher education institute. Preferences should be given to candidates with international teaching experience through a visiting scholar or exchange program and/or research experience on related topics. Fluency in English should be an important consideration as well. We would also like the scholar to be proficient in student-centered teaching methods including project- and problem-based learning. Candidates with strong practical experience in instructional design (e.g., instructional designer at a higher education institute/company/non-profit) may be considered if their experience is supplemented by teaching and research.

Plans for Other Campus Activities: Beyond the host department, the scholar will be actively engaged in various collaborative activities. We will connect them with the college's Center for Educational Development and Research (CEDaR) to facilitate workshop(s) on instructional development for both our faculty and students across our three departments. Outside the college, we have strong partnerships with the Emerging Technologies Department at OU Library, Center for Faculty Excellence (CFE), and K-20 Center. The scholar will collaborate with the library team on projects that explore the instructional use of emerging technologies such as Virtual Reality. The university's Vice Provost for Faculty has offered the university-wide Center for Faculty Excellence as a venue for the scholar to engage campus-wide faculty in workshop(s) on a technology enhanced learning and instruction topic. The scholar will also be introduced to the instructional design team at the K-20 center to gain first-hand insights into their projects.

Community Outreach: Given the scholar's expertise in instructional development, we plan to connect them with educational institutes, relevant professional organizations, and private sector partners. Many of our program graduates serve as teachers or administrators in elementary and secondary schools across Oklahoma. Through these connections, we will facilitate opportunities for the scholar to either conduct professional development workshops or visit schools (e.g., Kennedy Elementary) to gain insights into the U.S. K-12 education system. We will also arrange visits to local organizations engaged in instructional design projects, such as the Children's Interstitial and Diffuse Lung Disease (chILD) Foundation. Furthermore, our faculty regularly attend the annual Association for Educational Communications and Technology (AECT) conference each October. The scholar will join us at this conference and be introduced to leading experts in the field.



Host Institution Information

| | |
|---|---|
| Form Title | Host Institution Information |
| Is this a Joint Proposal with another U.S. institution?* | No |
| U.S. Institution Information | |
| Name of Institution* | University of Oklahoma-Norman Campus |
| Institution Website* | https://www.ou.edu/ |
| Institution City* | Norman |
| Institution State* | OK |
| Is your institution one of the following? Select all that apply.* | Not Applicable |
| Indicate the location setting of your institution (select one):* | Suburban |
| Size and Characteristics of the student body and faculty* | <p>The University of Oklahoma (OU) is a comprehensive public research university with its main campus in Norman, OK, a city with a population of 130,000. OU has a diverse student body of 35,000 from over 130 countries across three campuses. Its strong faculty include 4,000 members from 22 colleges. The College of Education where the scholar will be hosted currently has more than 700 undergraduate and 800 graduate students and close to 70 faculty members.</p> |
| Mission* | <p>The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.</p> |
| Scope of academic offerings* | <p>The mission of the College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research, and practice in the multidisciplinary field of education.</p> |
| Has your institution previously received a Fulbright Scholar-in-Residence Program Visit? | <p>The University of Oklahoma operates its academic program through three campuses: Norman, Oklahoma City (Health Sciences Center), and Tulsa, as well as OU Online. The Norman campus houses 15 colleges and the Health Sciences Center has 7. Across all campuses, OU offers 174 baccalaureate programs, 199 master's programs, 101 doctoral programs, and 88 certificate programs.</p> <p>The College of Education runs its academic programs through three departments across its Norman and Tulsa campuses: Educational Psychology, Instructional Leadership and Academic Curriculum, and Educational Leadership and Policy Studies. It offers 8 undergraduate, 16 master's, and 15 doctoral programs, with a strong focus on preparing educators, researchers, and leaders to address critical issues in education.</p> |
| | No |



Host Institution Information (continued)

Please if you are
unsure.*search our directory of
Fulbright Scholar Alumni



Institutional Contacts

| Form Title | Institutional Contacts |
|--|---|
| Responsible Administrative Official | |
| Prefix | Dr. |
| First Name* | Amy |
| Last Name* | Bradshaw |
| Title* | Professor and Chair |
| Academic Discipline* | Education |
| Office/Department* | Department of Educational Psychology |
| Telephone | +1 405-325-5975 |
| Email* | bradshaw@ou.edu |
| Street* | 820 Van Vleet Oval, Collings Hall, Room 321 |
| City* | Norman |
| State* | OK |
| Zip Code* | 73019 |

Letter from Responsible Administrative Official*

Please submit a of maximum 2 pages for one institution, or a maximum of 4 for joint proposals.

Uploaded 06/02/2025

Principal Contact for Academic Arrangements

| | |
|----------------------|--|
| Prefix | Dr. |
| First Name* | Mohammad Shams Ud |
| Last Name* | Duha |
| Title* | Assistant Professor |
| Academic Discipline* | Education |
| Office/Department* | Department of Educational Psychology |
| Telephone | +1 405-325-2658 |
| Email* | duha@ou.edu |
| Street* | 820 Van Vleet Oval, Collings Hall, Room 320C |
| City* | Norman |
| State* | OK |
| Zip Code* | 73019 |

Principal Contact for Non-Academic Arrangements

| | |
|----------------------|---------------------|
| Prefix | Dr. |
| First Name* | Amy |
| Last Name* | Bradshaw |
| Title* | Professor and Chair |
| Academic Discipline* | Education |



Institutional Contacts (continued)

| | |
|---------------------------|--|
| Office/Department* | Department of Educational Psychology |
| Telephone | +1 405-325-5975 |
| Email* | bradshaw@ou.edu |
| Street* | 820 Van Vleet Oval, Collings Hall, Room 321 |
| City* | Norman |
| State* | OK |
| Zip Code* | 73019 |
| Oversight | |
| oversight | <p>The Learning Experience Design and Technology (LXDT) program within the Department of Educational Psychology at the University of Oklahoma's College of Education will oversee planning, oversight, and assessment of the Fulbright S-I-R grant. A two-member team – Dr. Amy Bradshaw, Department Chair and LXDT Program Area Coordinator, and Dr. Mohammad Duha, Assistant Professor of LXDT – will co-administer the grant.</p> <p>They will hold biweekly meetings with the scholar and work with faculty, staff, and community partners to organize the scholar's teaching schedule, meetings, scholarly activities, speaking opportunities, and community engagement. The team will be supported by the Dean's Office.</p> <p>Regular feedback will be solicited from the scholar to improve the experience. An external evaluator, Dr. Angela Benson, Professor and Department Head, Educational Leadership, Policy, and Technology Studies at the University of Alabama, will review quarterly progress reports and provide input.</p> |



Program Information - SIR Host

| | |
|--|--|
| Form Title | Program Information - SIR Host |
| Proposed Program Dates | |
| From* | 08/15/2026 |
| Term* | Full Academic Year |
| To* | 05/15/2027 |
| Length in Months* | 9 |
| Summary of Activities* | |
| Proposal Summary | The scholar will teach courses related to instructional design and digital technologies for teaching and learning such as instructional design, multimedia development, extended reality for education, and special topics (e.g., emerging technologies, podcasting). The specific courses will be determined in consultation with the scholar. The scholar will also conduct workshops and engage with the OU and local community. |
| Teaching Responsibilities* | |
| Please summarize your proposed S-I-R's overall teaching responsibilities and subject matter covered:* | The scholar will be hosted in the Learning Experience Design and Technology program within the Department of Educational Psychology in the College of Education. They will independently teach four graduate-level courses (two in the fall and two in the spring). The courses focus on instructional design and digital technologies for teaching and learning such as instructional design, multimedia development, extended reality for education, and special topics (e.g., emerging technologies, podcasting). Average enrollment in each course ranges from 10 to 15. Depending on their interests and areas of expertise, the scholar-in-residence may also have the option of replacing one or two of the four independently taught courses with a co-teaching arrangement with LXDT faculty. The LXDT program emphasizes hands-on, project- and problem-based learning, and the scholar will be encouraged to incorporate elements of this approach in their teaching. |
| What department(s) will the scholar be housed in?* | Learning Experience Design and Technology Program, Department of Educational Psychology |
| How many courses do you plan to have the scholar teach?* | 4 |
| Course 1 | |
| Title* | Instructional Design 1 |
| Description* | This course is designed to help you develop your understanding and experience in systematically designing instruction, with attention to whole learning systems, including instructional applications and learning environments. Topics will include task / content, context, and learner analysis, assessment design, principles of educational psychology, instructional design principles and strategies, development and production techniques, formative and summative evaluation methods, and flexibly adaptive approaches to implementation. Course activities include readings, online discussion, completing incremental and final |



Program Information - SIR Host (continued)

projects, and actively engaging the ideas of authors, classmates, the professor, and others.

Course 2

Title*

Digital Audio & Video for Learning and Instruction

Description*

This course is grounded in conceptual and theoretical frameworks of learning experience design, with particular attention to principles and theories that underpin effective media communication in audio and video modes. Projects in this course will provide opportunities to learn and demonstrate practical skills for creating audio- and video-based digital materials that support learning and instruction. By the completion of this course, students should be able to demonstrate competence in:

- Planning for audio- and video-based projects in support of learning, including creating project treatments, storyboards, scripts, and implementation and evaluation plans
- Capturing quality digital audio
- Ensuring appropriate lighting for video capturing
- Editing video from multiple sources into a coherent project
- Editing both natural and added sound in video projects
- Selecting appropriate methods for distribution of multimedia projects

Course 3

Title*

Introduction to Extended Reality (XR) for Education

Description*

This course introduces students to extended reality (XR), which covers augmented reality (AR), virtual reality (VR), and mixed reality (MR). Students will acquire both conceptual understanding and hands-on experiences about XR for education and training, specifically involving learning analysis and design and XR apps creation, implementation, and evaluation.

At the conclusion of this course, students will be able to:

- develop a conceptual understanding of extended reality (XR), and specific characteristics of AR, VR, and MR
- understand differences between AR, VR, and MR
- conduct learner/user analysis for designing and developing XR apps
- design, develop, and create XR-supported learning environments
- integrate XR technologies into technology-supported learning environments
- evaluate XR apps for educational and training purposes

Course 4

Title*

Special Topics

Description*

This course can be designed or renamed and may focus on any specialty areas such as emerging technologies, podcasting, artificial intelligence, user/learner experience testing etc. depending on the need of the program and students.

Will the S-I-R be teaching independently or co-teaching?*

Independent instruction



Program Information - SIR Host (continued)

| | |
|--|--|
| What is the anticipated total enrollment of these courses combined?* | 40-79 |
| Describe how you will involve the scholar in a variety of academic roles and activities beyond teaching courses, such as curriculum development, academic advising, departmental activities etc.* | In addition to teaching, the scholar will also revise the existing curricula for the courses in consultation with program faculty. They will mentor students' capstone/instructional design related projects. They will also attend program area and departmental meetings and contribute to academic discussions. The scholar may be invited to serve on relevant departmental and college level committees (e.g., Technology Committee). |
| Sample Syllabi | Uploaded 06/02/2025 |
| Plans for Other Campus Activities* | |
| Plans for Other Campus Activities | Beyond the host department, the scholar will be actively engaged in various collaborative activities. We will connect them with the college's Center for Educational Development and Research (CEDaR) to facilitate workshop(s) on instructional development for both our faculty and students across our three departments. Outside the college, we have strong partnerships with the Emerging Technologies Department at OU Library, Center for Faculty Excellence (CFE), and K-20 Center. The scholar will collaborate with the library team on projects that explore the instructional use of emerging technologies such as Virtual Reality. The university's Vice Provost for Faculty has offered the university-wide Center for Faculty Excellence as a venue for the scholar to engage campus-wide faculty in workshop(s) on a technology enhanced learning and instruction topic. The scholar will also be introduced to the instructional design team at the K-20 center to gain first-hand insights into their projects. |
| Community Outreach* | |
| Community Outreach | Given the scholar's expertise in instructional development, we plan to connect them with educational institutes, relevant professional organizations, and private sector partners. Many of our program graduates serve as teachers or administrators in elementary and secondary schools across Oklahoma. Through these connections, we will facilitate opportunities for the scholar to either conduct professional development workshops or visit schools (e.g., Kennedy Elementary) to gain insights into the U.S. K-12 education system. We will also arrange visits to local organizations engaged in instructional design projects, such as the Children's Interstitial and Diffuse Lung Disease (chILD) Foundation. Furthermore, our faculty regularly attend the annual Association for Educational Communications and Technology (AECT) conference each October. The scholar will join us at this conference and be introduced to leading experts in the field. |
| Letters of Support* | Uploaded 06/02/2025 |
| Please limit your letters to a maximum of 10 pages | |



Program Information - SIR Host (continued)

(applicants applying jointly with another institution may upload up to 20 pages). Letters of Support

Fall 2024
EIPT 6143: Instructional Design 1

Instructor: Dr. Mohammad Shams Ud Duha
 Assistant Professor
 Learning Experience Design and Technology Program
 Educational Psychology Department
 Email: duha@ou.edu

Class Day, Time, and Location: Mondays, 4.25-7.05 pm, Collings Hall 0325

Office Hour: Mondays 2.45-4.15 pm and by appointment (Collings Hall 0320 C), includes both in-person and virtual appointments.

Course Overview

This course is designed to help you develop your understanding and experience in systematically designing instruction, with attention to whole learning systems, including instructional applications and learning environments. Topics will include task / content, context, and learner analysis, assessment design, principles of educational psychology, instructional design principles and strategies, development and production techniques, formative and summative evaluation methods, and flexibly adaptive approaches to implementation. Course activities include readings, online discussion, completing incremental and final projects, and actively engaging the ideas of authors, classmates, the professor, and others.

Required Textbooks

Morrison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2019). Designing effective instruction (8th ed.). Wiley.

Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design (5th ed.). Cengage.

Strongly Recommended Textbook

Smith, P. L., & Ragan, T. J. (2005). Instructional design (3rd ed.). Wiley

Note: Some chapters of this book are required (and those will be available within Canvas), and others are strongly recommended. I can loan a copy of this book to you for a few hours at a time, if necessary.

Additional Textbooks

West, R. E. (2018). Foundation of learning and instructional design technology (1st ed.)

<https://edtechbooks.org/lidtfoundations>

*This syllabus is subject to change.

Note: This book is open access (free).

Other readings will be provided on Canvas.

Note: Please determine how you will access the required texts for this course. The first two weeks of readings are provided as pdfs within Canvas so you can begin reading, but please arrange for regular access to the required texts as quickly as possible.

Core Project

The core project for this course invites each of you to identify an important learning/performance / instruction problem in an area of interest, analyze the problem, collect data, and substantiate its importance. You will identify the issues and tradeoffs in addressing the problem and isolate an instructional task that addresses the problem. You will need to identify and work with a subject matter expert and/or a stakeholder in analyzing tasks, learners, and context, to establish an instructional goal. For this goal, you will identify component parts, write objectives, develop an instructional plan with rationales, and design formative and summative evaluations for the instructional and performance contexts. In preparation for this project, you should begin very early thinking about a learning / performance / instruction problem you might use, and begin gathering ideas, data, and documentation.

Evaluation and Assessment

You will receive commentary and feedback on your work from a variety of sources in this course, including feedback from peers, subject matter expert, stakeholders, and me. We will evaluate and discuss assignments and project components in groups and as a class. I will also give periodic written feedback on your work, and make suggestions for its development. You may revise and resubmit your assignments on the feedback, and your grade may or may not receive an update, depending on whether you have made substantial changes. For each resubmission, you will need to submit a response document, summarizing the feedback you have received and explaining how you have addressed each element of the feedback. In the revised document, you are asked to highlight the changes you have made. Grades for the course will be based on: participation in once-a-week synchronous meeting via zoom, online discussion, completion of assigned readings and preparedness for in-class activities, evaluation of incremental assignments, credit for all components of the core project (both incremental and final submissions), and the clarity and professional quality of presentations. The quality and accurateness of written materials for all assignments will affect the designer's professional credibility. In addition, you are asked to work with class members in leading a topic discussion on one of the chapters from West's (2018) book. Plan to stay on top of reading, assignments and communication related to the course.

Assignments and Point Distribution (130 points)

1. Readings and Reflective Discussions = 40 points (5 points x 8)

Discussion Forum 1: Introduction to Instructional Design

Discussion Forum 2: Needs Assessment & Analysis

*This syllabus is subject to change.

Discussion Forum 3: Task Analysis

Discussion Forum 4: Assessment, Evaluation, and Developing Instruments

Discussion Forum 5: Instructional Strategies: Sequencing, Organizing, and Planning

Discussion Forum 6: Instructional Strategies

Discussion Forum 7: Role of Learning Theories

Discussion Forum 8: Formative and Summative Evaluation

Note: The initial post is due by Thursday at 11:59 pm and response to at least two peers is due by Sunday at 11:59 pm.

2. ID Project Packet and Components = 80 points

- Part 1: Prospectus (5 points)
- Part 2: Needs analysis, context analysis, and learner analysis (10 points)
- Part 3: Task analysis (10 points)
 - analysis of knowledge and skill components,
 - identification of learning outcomes, and
 - assessment instruments
- Part 4: Instructional plan: Sequencing and overview of strategies (10 points)
- Part 5: Instructional design (select a module /unit from your overall plan) (10 points)
- Part 6: Pilot teaching report (10 points) (Including teaching & evaluation activities, using evaluation plan & instruments you have developed)
- Part 7: Evaluation plan (10 points)
- Part 8: SME feedback and peer feedback report (10 points)
- Part 9: Putting the pieces together in a final packet (5 points)

3. Final Presentation = 10 points

- Design Project (5 points)
- Reflection (5 points)

A = 88% or above (114 or above points)

B = 78%-87% (101 – 113 points)

C = 68% -77% (88 – 100 points)

D = 58%-67% (75 – 87 points)

F = 57% or lower (74 or fewer points)

*This syllabus is subject to change.

Activity Schedule

| Week | Date | Agenda | Readings | Discussion/Activity/Project |
|------|------|--|---|--|
| 1 | 8/19 | <ul style="list-style-type: none"> -Introductions -Course overview -The field of instructional design: A bird's eye view -Share ID Project Ideas | Morrison et al. (2019), Ch. 1 Gagné et al. (2005), Ch. 1 Smith and Ragan (2005), Ch. 1 | -Introduction post (Due by Thursday, August 22 at 11:59 pm) -Discussion Forum 1: Introduction to Instructional Design (Initial post due by Thursday, August 22 at 11:59 pm, Response to at least two peers due by Sunday, August 25 at 11:59 pm) |
| 2 | 8/26 | <ul style="list-style-type: none"> -Needs Assessment & Analysis -Identifying SME and preparing for data collection | Morrison et al. (2019), Ch. 2 Gagné et al. (2005), Ch. 2 Smith and Ragan (2005), Ch. 3 | Discussion Forum 2: Needs Assessment & Analysis (Initial post due by Thursday, August 29 at 11:59 pm, Response to at least two peers due by Sunday, September 1 at 11:59 pm) Project Part 1: Prospectus (Due by Sunday, September 1 at 11:59 pm) Begin contacting SME & collecting data for Part 2 |
| 3 | 9/2 | Labor Day Holiday- No Class | | |
| 4 | 9/9 | <ul style="list-style-type: none"> -ID definitions and theoretical foundations -Role of Learning theory and ID Theory -Learner analysis -Contextual analysis | Morrison et al. (2019), Ch. 3 Gagné et al. (2005), Ch. 6 Smith and Ragan (2005), Ch. 2-4 Ertmer and Newby (1993, 2013) | -Contact SME and collect data for Project 1, Part 2 |
| 5 | 9/16 | Work on data collection, examine the extant documents, and conduct literature review for needs analysis (Class may be short or asynchronous this week- to be determined) | Smith and Ragan (2005), Ch. 5 | Project Part 2: Needs, contextual and learner analysis (Due by Sunday, September 22 at 11:59 pm) |

*This syllabus is subject to change.

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| 6 | 9/23 | -Task analysis -Writing learning objectives and outcomes | Morrison et al. (2019), Ch. 4-5 Gagné et al. (2005), Ch. 3-5 | Discussion Forum 3: Task Analysis (Initial post due by Thursday, September 26 at 11:59 pm, Response to at least two peers due by Sunday, September 29 at 11:59 pm) |
| 7 | 9/30 | -Assessment and evaluation | Morrison et al. (2019), Ch. 11-12 Gagné et al. (2005), Ch. 13 Smith and Ragan (2005), Ch. 6 | Discussion Forum 4: Assessment, Evaluation, and Developing Instruments (Initial post due by Thursday, October 3 at 11:59 pm, Response to at least two peers due by Sunday, October 6 at 11:59 pm) |
| 8 | 10/7 | -Developing evaluation instruments -Analysis of knowledge and skill components -Identification of learning outcomes -Assessment instruments | Morrison et al. (2019), Ch. 4-5, 11-12 Gagné et al. (2005), Ch. 7-8, 13 Smith and Ragan (2005), Ch. 6 | Project Part 3: Task Analysis (Due by Sunday, October 13 at 11:59 pm) |
| 9 | 10/14 | -Sequencing and Organizing: Instructional Strategies | Morrison et al. (2019), Ch. 6 Gagné et al. (2005), Ch. 9 | Discussion Forum 5: Instructional Strategies: Sequencing, Organizing, and Planning (Initial post due by Thursday, October 17 at 11:59 pm, Response to at least two peers due by Sunday, October 20 at 11:59 pm) |
| 10 | 10/21 | AECT Convention- No Class (Note: There are more readings and assignments than usual in the next week. Please start in advance) | | |
| 11 | 10/28 | -Designing the instruction: Strategies -Developing instructional materials -Designing the instructional messages -Technology-supported learning environment | Morrison et al. (2019), Ch. 7-8 Gagné et al. (2005), Ch. 10-12 Smith and Ragan (2005), Ch. 7-14 (Recommended chapters can be found in Readings) | Discussion Forum 6: Instructional Strategies (Initial post due by Thursday, October 31 at 11:59 pm, Response to at least two peers due by Sunday, November 3 at 11:59 pm) Revised Project Part 3: Task Analysis (Due by Sunday, November 3 at 11:59 pm) |
| 12 | 11/4 | -Learning theories and instructional theories -Instructional strategies | Morrison et al., Ch. 14 Gagné et al. (2005), Ch. 1-2 | Discussion Forum 7: Role of Learning Theories (Initial post due by Thursday, November 7 at 11:59 pm, Response to at least two peers due by Sunday, November 10 at 11:59 pm) |

*This syllabus is subject to change.

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|----|-------|---|--|--|
| | | | Smith and Ragan (2005), Ch. 2 | <p>Project Part 4: Instructional Plan: Sequencing and Overview of Strategies</p> <p>Project Part 5: Instructional Design: Developing a sample unit (select a module/unit from your overall plan to develop)</p> <p>(Project Part 4+5 as a single document and submission. (Due by Sunday, November 10 at 11:59 pm)</p> |
| 13 | 11/11 | -Conducting formative and summative evaluation -Pilot teaching and report | Morrison et al., Ch. 11-13 Gagné et al. (2005), Ch. 13 & 16 | <p>Discussion Forum 8: Formative and Summative Evaluation (Initial post due by Thursday, November 14 at 11:59 pm, Response to at least two peers due by Sunday, November 17 at 11:59 pm)</p> |
| 14 | 11/18 | -Conducting formative and summative evaluation -Instructional implementation -Project management -Human performance technology | Morrison et al. (2019), 15-16 | <p>Project Part 6: Pilot teaching report (Due by Sunday, November 24 at 11:59 pm)</p> <p>Project Part 7: Evaluation plan (Due by Sunday, November 24 at 11:59 pm)</p> |
| 15 | 11/25 | In-class discussion of the book “Foundations of Learning and Instructional Design Technology” | | <p>Project Part 8: SME feedback and feedback report (Due by Sunday, December 1 at 11:59 pm)</p> |
| 16 | 12/2 | -Final Presentations -Reflections | | <p>Project Part 9: Putting the pieces together in a final report (Due by Sunday, December 8 at 11:59 pm)</p> |

*This syllabus is subject to change.

EIPT 5333: Introduction to Extended Reality (XR) for Education (Sample Syllabus)

Course Format/Meeting Time and Location: *Blended*

Classroom: *Zoom:*

Office Hours: Date, Time, Location

Learning Management System/website: canvas.ou.edu

Course Prerequisite: Graduate standing or with permission of instructor

Course Description

This course introduces students to extended reality (XR), which covers augmented reality (AR), virtual reality (VR), and mixed reality (MR). Students will acquire both conceptual understanding and hands-on experiences about XR for education and training, specifically involving learning analysis and design and XR apps creation, implementation, and evaluation.

Course Goals and Learning Outcomes

At the conclusion of this course, you will be able to:

- develop a conceptual understanding of extended reality (XR), and specific characteristics of AR, VR, and MR
- understand differences between AR, VR, and MR
- conduct learner/user analysis for designing and developing XR apps
- design, develop, and create XR-supported learning environments
- integrate XR technologies into technology-supported learning environments
- evaluate XR apps for educational and training purposes

Texts and Materials

1. **Textbook:** *Extended Reality in Practice: 100+ Amazing Ways Virtual, Augmented and Mixed Reality Are Changing Business and Society* (1st Edition)

Author: Bernard Marr

Publisher: Wiley

Year: 2021

ISBN-13: 978-1119695172 ; ISBN-10: 1119695171

2. **Online Resources:**

www.linkedin.com/

- [Digital Transformation Foundations](#)
- [Designing Learning Experiences in the Metaverse](#)
- [Understanding Augmented and Virtual Reality: An Introduction](#)
- [Mixed Reality Development Fundamentals](#)

3. A list of articles available from the OU library <https://libraries.ou.edu/>

Assignments and Projects (100%)

1. Reading and online discussion (15%)
2. Reflection of XR exploration (15%): AR app (5%), VR app (5%), and MR app (5%)
3. AR, VR and MR apps creation practices (20%): AR app (10%) and VR app (10%),
4. Evaluation of AR, VR and MR apps (20%)
5. Project 1: XR app (AR or VR) development (20%)
6. Project 2: designing XR-supported learning environment (10%)

Assigning Grades

- A** = 90% or above
- B** = 80%-89%
- C** = 70% -79%
- D** = 60%-69%
- F** = 60% or less

Additional Support for Learning:

Jeannine Rainbolt College of Education Computer Lab, with XR equipment (e.g., headsets, gameplay computers, video cameras)

Tentative Schedule (Subject to change)

Week 1: Course overview and introduction to XR for education (e.g., History, concepts, and definitions)

Week 2: XR hardware and software; AR, VR, and MR exploration; comparison and examples

Week 3: Learning Theories and Instructional Design Principles for XR learning environments

- Learning theories that support the use of XR for education and training
- Fundamental principles for learning designing and development
- Learner/user experience analysis
- Evaluation of XR apps

Week 4 - 6: Augmented Reality (AR)

- Explore AR environments, including components and characteristics (Week 4)
- Learning design, needs analysis, and learner / user experiences for AR (Week 4)
- Selecting and evaluating an AR app for education or training (Week 4)
- Creating an AR app (Week 5 -6)
- Implementing and evaluating the AR app that have been developed on learner/user experiences (Week 6)

Week 7 - 9: Virtual Reality (VR)

- Explore VR environments, including components and characteristics (Week 7)
- Learning design, needs analysis, and learner / user experiences for VR (Week 7)
- Select and evaluate VR apps (Week 7)
- Create a VR app using a VR creating tool (e.g., <https://spatial.io/>) (Week 8-9)
- Implement and evaluate the VR app that have been developed on learner/user experiences (Week 9)

Week 10 - 11: Mixed Reality (MR)

- Explore MR environments, including components and characteristics (Week 10)
- Learning design, needs analysis, and learner / user experiences for MR (Week 10)
- Select and evaluate MR apps (Week 10)
- Implement and evaluate the MR app that have been selected on learner/user experiences (Week 11)

Week 13 - 14: Designing an open learning environment integrated with an XR technology

Week 15: Final presentations

SAMPLE SYLLABUS

EIPT 6423: Digital Audio & Video for Learning and Instruction Spring 20XX*

Course Overview & Purpose

This course is grounded in conceptual and theoretical frameworks of learning experience design, with particular attention to principles and theories that underpin effective media communication in audio and video modes. Projects in this course will provide opportunities to learn and demonstrate practical skills for creating audio- and video-based digital materials that support learning and instruction.

Course Goals

You will learn planning, design, and development for audio- and video-based projects that support learning, instruction, and training, including designing for learning objectives, producing project planning documents, demonstrating effective audio recording, editing, and distribution, and demonstrating effective video lighting techniques, recording, editing, and distribution. By the completion of this course, you should be able to demonstrate competence in

- Planning for audio- and video-based projects in support of learning, including creating project treatments, storyboards, scripts, and implementation and evaluation plans
- Capturing quality digital audio
- Ensuring appropriate lighting for video capturing
- Ensuring appropriate audio quality in video capturing
- Editing video from multiple sources into a coherent project
- Editing both natural and added sound in video projects
- Selecting appropriate methods for distribution of audio- and video-based projects

Course Outline:

- Module 1: Project Planning and Documentation
- Module 2: Evaluating Audio & Video Projects for Learning
- Module 3: Capturing, Editing, and Disseminating Audio
- Module 4: Implementation and Revision Plan / Report – Audio
- Module 5: Video Scriptwriting and Lighting
- Module 6: Capturing, Editing, and Disseminating Video
- Module 7: Implementation and Revision Plan / Report – Video

Learning Materials / Mechanisms

Required: [Linked-In Learning Video Tutorial for current version of Adobe Premiere
Additional Readings may be assigned related to particular projects.

Online Materials

Required: *LinkedInLearning.com* Training Videos

Video-based courses with linked transcripts and downloadable exercise files are available to help you learn the software programs used for this course via *LinkedInLearning.com*. **Playlist to get you started is provided via Canvas.**

Materials: For this course you will need: High volume portable SSD; or other portable headphones; System for saving and managing digital files, links, notes, handouts, project & portfolio instructions, etc. **Software to be Used:**

Used: Sound Editing (e.g., **Audacity**); Video Editing (Adobe **Premiere**; other possibilities require instructor approval in advance); Other programs or apps as necessary to complete projects.

Hardware to be Used: Laptops with Appropriate software. Personal laptops are welcome, as long as you have access to appropriate software programs. Laptops with the necessary software tools can be checked out of the JRCOE Computer Lab (consistent with the established policies), however such arrangement may not allow for the intense time needed on projects.

Assorted Digital Still Cameras, Scanners

Digital Video Cameras (*available for checkout from the JRCOE Computer Lab*)

Other Digital Video Editing Equipment (*available for checkout from the JRCOE Computer Lab*)

Light Kits for photo and video shoots (*available for checkout from the JRCOE Computer Lab*)

Portable sound booth(s) (*DIY – example in class*)

Various microphones (*available for checkout from the JRCOE Computer Lab*)

*This syllabus is subject to change.

Original Materials

All members of the class are expected to comply with copyright laws. **Plagiarism in any form will not be tolerated. Please review these sites for guidance:**

OU Integrity Council website: <http://integrity.ou.edu/>
What is Plagiarism? <http://www.plagiarism.org/>

Projects

Projects will be submitted in multiple forms. All projects should be submitted in complete form (via method to be finalized in class). In addition, final and major components of each project should be “saved for web” and displayed on a simple web page. These web pages will serve as the core of an online portfolio. (We will discuss this more in class.) Project documentation must accurately cite all sources using APA style.

Mini / Prepatory Projects

1. Sound Editing

Mini projects to acquire and demonstrate basic competence with technical tools

2. Video Planning and Editing

Mini projects to acquire and demonstrate basic competence with technical tools

- a. **Outline, Storyboard, Script, and Context – for Original Short Procedural Video that Demonstrates Good Sound Quality and Lighting.** Design an original short video (5 minutes or shorter) on an approved topic that will include multiple clips, and demonstrate good lighting, titling, added graphics / animation, transitions (as appropriate), natural sound, and added sound. For this phase of the project, you are to produce 1. Abstract and Outline, 2. Storyboard and Script, 3. implementation and evaluation plan. (Team project for planning)

- c. **Original Short Procedural Video that Demonstrates Good Sound Quality and Lighting –** (This project builds on project 2a). **Develop** an original short video (5 minutes or shorter) on an approved topic that will include multiple clips, and demonstrate good lighting, titling, added graphics, transitions (as appropriate), natural sound, and added sound. For this phase of the project, you are to produce the edited video project designed and planned as project Mini 2a. (individual project for development. May use shared resources among team, including video clips shot as a team and graphics developed by the team)

Major Projects

1. Audio / Podcast Project

2. Informational Video Project & Instructional Context – on an Assigned Topic TBD

Original Digital Video with Natural and Added Sound, Multiple Shots and Angles, Still Images, and Animation, and Titling, and with excellent Lighting and Sound Quality. Using video and still images shot / developed by you and sound developed by you via a sound editing program, develop a brief and worthwhile video on the assigned topic. Planning documents (treatment, storyboard, implementation and evaluation plan, etc.) are required components and are to be developed prior to shooting any video. (Develop a revised version of the video storyboard and script started in Major 1. Projects should include both natural and added sound, multiple shots and angles (appropriately used), still images and titling, and excellent lighting and sound quality.

Assignments & Projects

Discussions & Critiques (10%)
 Mini Projects – Audio (10%)
 Major Project – Audio (25%)
 Mini Projects – Video (20%)
 Major Projects – Video (35%)

Grading

A = 90% or above
B = 80%-89%
C = 70% -79%
D = 60%-69%
F = 60% or less

*This syllabus is subject to change.



Scholar Profile

| | |
|---|---|
| Form Title | Scholar Profile |
| Are you naming a scholar?* | No |
| Academic Discipline and Specialization* | |
| Academic Discipline* | Education |
| Specialization* | Educational/Instructional Media Design |
| The Scholar (if recruitment is requested) | |
| From what world region would you like to host a scholar?* | East Asia/Pacific |
| Country 1 | Australia |
| Country 2 | South Korea |
| Why this world region and countries?* | <p>The core purpose of applying for this program is to broaden our understanding of instructional design by incorporating international perspectives. The reasons why we have selected East Asia and the Pacific region are twofold. First, the field as taught in our context is largely shaped by U.S. and Eurocentric perspectives. A scholar from this region can offer culturally grounded insights and innovative practices that enrich and expand the field's existing foundations. Second, we believe that the field of instructional design is growing significantly in this region as we have observed an increasing number of research publications on related topics from many of these countries. This growth may make it easier for the Fulbright Program to recruit a qualified scholar. While we have mentioned a region and two countries, we welcome a qualified scholar from any non-US or non-European region or country.</p> |
| Indicate discipline(s) or field(s) of expertise, theoretical orientation (if applicable), and subjects/issues about which you wish the scholar to be particularly knowledgeable. * | <p>The Learning Experience Design and Technology (LXDT) M.S. and Ph.D. program prepares students to design, develop, and evaluate human-centered learning environments using evidence-based and critical approaches. It emphasizes strong foundations in learning sciences, instructional design, digital pedagogies, and research methodologies, with a commitment to equity, ethics, and societal impact. In addition to a strong foundation in our field, we are particularly interested in a scholar with expertise in instructional design and development involving multimedia and emerging technologies, such as but not limited to Virtual Reality, Augmented Reality, Animation, Podcasting, and Artificial Intelligence. We prefer candidates who exemplify commitment to designing for inclusion and belonging.</p> |
| List scholar's qualifications, including academic degree level and years of teaching experience. * | <p>The ideal scholar will hold a doctorate in education or curriculum and instruction, preferably with a specialization in Learning Experience Design and Technology, Instructional Technology, Learning Design and Technology, Educational Technology, Multimedia Learning, or related fields. A minimum of five years of teaching experience is required at a reputable higher education institute. Preferences should be given to candidates with international teaching experience through a visiting scholar or exchange program and/or research experience on related topics. Fluency in English should be an important consideration as well.</p> |



Scholar Profile (continued)

We would also like the scholar to be proficient in student-centered teaching methods including project- and problem-based learning. Candidates with strong practical experience in instructional design (e.g., instructional designer at a higher education institute/company/non-profit) may be considered if their experience is supplemented by teaching and research.



Project Information

| Form Title | Project Information |
|---|--|
| Current Experience* | |
| Describe your institution's current and previous experience with international or world area studies programs, and, if applicable, making sure to include the role of any prior S-I-R awards your institution may have received. | <p>The College of International Studies offers 9 majors, 11 minors, 2 graduate programs, and an accelerated BA/MA degree, and supports study abroad.</p> <p>The College of Education's "World Languages Education" program prepares students for teaching in foreign language to elementary, middle or high school, with B.S.E. degrees in four language options, and study abroad opportunities.</p> <p>OU International Student Services has served international students for over fifty years, currently assisting over 2,000 international students and their dependents from over 130 countries. ISS advises on student visas and US immigration regulations, and provides activities / programs to help students get involved in international, OU, and local communities, and facilitates a J-1 student intern exchange visitor program for students pursuing degree programs outside the US wishing to participate in a US internship opportunity to fulfill an objective of their degree program.</p> <p>OU has no prior S-I-R awards.</p> |
| Institutional Goals* | |
| Describe the programs that will be enhanced by the participation of the proposed Scholar-in-Residence. Clearly state your institution's current goals (one to five years) in terms of developing, expanding or strengthening international, global or world area | <p>The S-I-R program aligns with our goals in the Learning Experience Design & Technology (LXDT) program, the college, and the university as a whole. An S-I-R will allow the LXDT Program to offer vital courses we cannot cover with our current faculty, given that we are a new program. But more crucial to us is that hosting an international scholar aligns with our commitment to integrating international perspectives in our program – and in our discipline more broadly, which draws a high proportion of international students.</p> <p>OU's 2025 strategic plan calls for inspiring learners with a world class academic experience in and out of classrooms to drive personal and professional growth, and commits to embracing global engagement and fostering global awareness to enrich students, faculty, and staff perspectives. OU's strategic plan also commits to our being "a place of belonging for all" and ensuring all OU campuses are safe, accessible, and welcoming to people of all backgrounds and abilities.</p> |
| Fulbright Impact* | |
| Please share why the Fulbright Program with its mission of fostering a more peaceful world through person-to-person cultural exchanges is the right partner to support this program and your institution's | <p>The Fulbright S-I-R program aligns closely with the Pillar 2 of OU's Strategic Plan, "Lead On University, Next Phase: Empower students for a life of success, meaning, and impact." This pillar emphasizes global engagement and fostering awareness of diverse perspectives. As part of the LXDT program, we view this opportunity as a way to expand international collaboration, enhance digital learning innovation, and deepen cross-cultural understanding in instructional design. The</p> |



Project Information (continued)

international engagement goals. presence of a distinguished international scholar will broaden how our students, faculty and community engage with global approaches to designing learning experiences. Through teaching, mentoring and community engagement, this collaboration will help create unique interdisciplinary experiences that promote reflection and dialogue. This partnership directly supports OU's vision while contributing to Fulbright's mission of facilitating a more peaceful world through meaningful cultural exchanges.

American Cultural Interactions*

(i.e. how will your institution ensure a wide range of students, faculty, and community members benefit from this Fulbright exchange?). Program beneficiaries

(i.e. how will the scholar's home country culture be integrated into your proposed S-I-R activities?) Subject matter content

(what are your institution's plans to involve the scholar in local American culture and activities, ie holidays, social gatherings, sporting events, music, theater, etc.?) Scholar experience

The scholar's impact will extend across campus and the community. LXDT courses draw students from multiple departments and disciplines. The scholar will lead faculty workshops through CeDAR and CFE which are open to College of Education and OU faculty respectively. They will also engage with community partners in Norman and Oklahoma City and share expertise in instructional development to support broader educational initiatives and outreach.

The scholar will be invited to share insights about their home country's culture at various formal and informal gatherings. They will also be encouraged to bring a traditional dish to departmental and college potlucks and participate in cultural performances hosted by the international office. These activities will foster cross-cultural dialogue and provide meaningful opportunities to learn about the scholar's native culture.

The scholar will engage in local culture through events like Norman Music Festival, theater performances, museum visits (OU Fred Jones and Sam Noble Museums), and community gatherings. They will be invited to holiday celebrations such as Thanksgiving and Christmas, as well as informal dinners and outings. Activities also include attending OU football games, exploring local libraries and bookstores, and joining events hosted by international offices.

Sustainability*

Describe your plans following the end of the Fulbright exchange period. How will your institution sustain the impact of the scholar's presence on your campus after the scholar returns home and after Fulbright Program direct support has ended?

The impact of the scholar's residency will be sustained through continued collaboration in curriculum development, research, and faculty engagement. Revised or co-developed courses will remain in the LXDT curriculum, and the scholar will be invited to guest lecture virtually. Research projects initiated during the visit will continue with new projects incorporating the scholar's local context. The scholar will also be invited to lead workshops on international perspectives in instructional design. We will explore converting a face-to-face course into an online format taught remotely by the scholar. We also aim to build institutional ties with the scholar's home university which can potentially lead to faculty/student exchanges or joint teaching initiatives. These efforts will extend the impact of the SIR program and deepen OU's global engagement.



Institutional Support

| | |
|--|--|
| Form Title | Institutional Support |
| Cost Sharing and In-Kind Support* | |
| In-Kind support amount* | \$6,500 |
| Salary supplement amount* | \$ |
| Please provide additional details regarding available support.* | <p>The following In-Kind support will be provided during the scholar's residency:</p> <ol style="list-style-type: none"> 1. A one-time conference fund of up to \$2,000 from the Educational Psychology Department 2. Additional travel & professional support from the College of Education (up to \$2,000). 2. Remuneration for two guest lectures (\$500 each x 2) 3. Computer equipment (value of computer equipment on loan to S-I-R: \$1,500) 4. Administrative support |
| How do faculty members and students typically travel around in your area?* (Select all that apply) | <p>Public Transportation</p> <p>Getting Rides with Students/Faculty</p> <p>Bicycle</p> <p>Car</p> <p>Campus Transportation System</p> <p>Carpool</p> |
| Is your institution able to provide any direct support with transportation to the S-I-R?* | No |
| Housing: | |
| Is your institution able to providing on or near campus housing (at no cost to the scholar)?* | No |
| Is your institution able to provide assistance with securing on or near campus housing that the scholar must cover the costs of?* | Yes |
| Please describe this support in greater detail.* | The Principal Contact for Academic Arrangements Dr. Mohammad Shams Ud Duha will assist the scholar and their family secure housing in Norman. Preference will be given to the housing complexes that are within walking distance of the campus. Dr. Duha will also assist with helping the scholar and their family settle in and provide all necessary support during the first few weeks. |
| Is your institution able to | Yes |



Institutional Support (continued)

provide general advice and resources on how to seek housing in your local community?*

Please describe this support in greater detail.*

Is your institution able to provide any support for housing that isn't captured above?*

Workspace:

Will office space be provided?*

Yes

Is the workspace shared or private?*

44e6c36e-043a-4dd8-bd8f-943d58e7b506

Please describe the workspace your institution is able to provide to your visitor.*

Private office space will be provided in the College of Education. Additional faculty focus rooms can be reserved for the scholar's work at the Zarrow Family Faculty and Graduate Student Center.

Professional Enrichment*

Professional Enrichment

There are three core faculty members in the LXDT program who actively conduct research on a range of topics, including social and cultural implications of technologies, instructional multimedia design, and emerging technologies. The visiting scholar will have opportunities to collaborate with these faculty members on both short- and long-term research projects, some of which may extend beyond the scholar's stay. They will also receive access to university library resources, professional development workshops, and various research related facilities across OU's three campuses.

During the 2026-27 academic year, two major conferences will take place that are regularly attended by LXDT faculty: the Association for Educational Communications and Technology (AECT) and the American Educational Research Association (AERA). Faculty will support the scholar with conference registration, submission of proposals, travel arrangements, and professional networking.



The University of Oklahoma

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

June 2, 2025

Dear Fulbright S-I-R Program Review Committee,

I write this letter as the Responsible Administrative Official for the Fulbright S-I-R grant proposal from the Learning Experience Design & Technology (LXDT) program in the Educational Psychology Department of the Jeannine Rainbolt College of Education at the University of Oklahoma.

In my dual roles as Program Area Coordinator of the Learning Experience Design and Technology Program, and Chair of the Educational Psychology Department, I affirm my full and enthusiastic support for hosting a Fulbright Scholar in Residence in during the 2026-27 academic year. I authorize the scholar's affiliation with our program and department if an S-I-R grant is awarded, and I commit to the institutional supports indicated in the proposal submitted on behalf of the program and department by my colleague, Dr. Mohammad Duha, Assistant Professor of Learning Experience Design and Technology.

The LXDT M.S. and Ph.D. program prepares students to design, develop, and evaluate human-centered learning environments using evidence-based and critical approaches. In addition to emphasizing strong foundations in learning sciences, instructional design, digital pedagogies, research methodologies, and technical skill development with digital media and emerging technologies, the LXDT program is committed to helping learners develop ethical, professional, and socio-cultural responsibility, including the critical reflection abilities necessary to generate original and creative contributions to the design and development of learning environments that remove barriers to learning. Individual learning experiences are influenced by a myriad of factors that fall within our responsibility to address in the learning environments we create. A key element of our program is our intentional support for developing abilities and disposition to understand and appreciate diversities of perspective, experience, and culture, both locally and globally. We see the Fulbright S-I-R program as an excellent fit with the LXDT program's values and purposes.

We are excited about the opportunities for our students, ourselves, and our colleagues to learn from and with an expert in our field who has been situated in a different context. In addition to teaching courses in the LXDT graduate program, the S-I-R will be invited to engage with the LXDT Inquiry Group, participate as a guest in Propaedeutic Seminar (our introductory doctoral course), and attend social functions with graduate students. The S-I-R also will be invited to fully participate in faculty-oriented functions (e.g., program area, department, and college-wide meetings, curriculum revisions, social gatherings). We also are excited about the possibilities for cross-college, and - community collaborations this program will afford, particularly related to our connections with OU's *Center for Faculty Excellence* – which provides professional development and other supports for university affiliated faculty, *the K-12 Center* – a statewide research and development center affiliated with the College of Education that promotes innovative learning through school-university-community collaboration, *the OU Libraries' Emerging Technologies Unit* – which augments the research and instruction life cycle of the OU community through the application of new and underutilized technologies, and *Kennedy Elementary School*, representing Norman Public Schools, along with additional connections mentioned in the proposal.

Thank you for considering our proposal. We are excited for the opportunity to host a Fulbright Scholar-in-Residence and to contribute to the ongoing mission of global academic exchange and cooperation.

Sincerely,



Amy C. Bradshaw, Ph.D.
Professor and Coordinator, Learning Experience Design and Technology Program
Chair, Educational Psychology Department



May 29, 2025

Fulbright Scholar-in-Residence Program
U.S. Department of State
Bureau of Educational and Cultural Affairs
Washington, D.C.

Dear Fulbright Scholar-in-Residence Program Review Committee,

As the Dean of the Jeannine Rainbolt College of Education at the University of Oklahoma, I write in strong support of the Fulbright Scholar-in-Residence (S-I-R) grant proposal submitted by the Learning Experience Design and Technology program in our Department of Educational Psychology.

We are deeply committed to global engagement and academic excellence, and we view the Fulbright S-I-R Program as a wonderful opportunity to foster cross-cultural collaboration, expand international perspectives, and enrich our academic community. The presence of a distinguished international scholar will significantly enhance our teaching, research, and outreach initiatives—particularly in the rapidly evolving area of digital and emerging technologies in learning experience design.

During the scholar's residency, the College will host and support the S-I-R through a variety of academic and professional engagement opportunities. Specifically, we will invite the scholar to deliver a public presentation and/or workshop on their area of expertise. These activities will be open to students, faculty, and community partners, aligning with our mission to advance knowledge and practice in education through inclusive and transformative learning experiences.

Additionally, we are prepared to provide the necessary infrastructure and professional supports to ensure a successful residency. This includes access to office space, computing equipment, and administrative resources. The College will also offer financial support to facilitate the scholar's participation in scholarly conferences or other relevant academic engagements during their time with us.

We are excited about the potential for mutual learning and sustained collaboration that this residency will cultivate. The scholar's contributions will not only elevate the work of our Learning Experience Design and Technology program but also strengthen our broader commitment to preparing future educators and researchers who are responsive to the needs of an increasingly interconnected world.

Thank you for your consideration of this proposal. We look forward to the opportunity to host a Fulbright Scholar-in-Residence and to contribute to the ongoing mission of global academic exchange and cooperation.

Sincerely,

A handwritten signature in black ink that reads "Stacy Reeder". The signature is fluid and cursive, with "Stacy" on the top line and "Reeder" on the bottom line.

Stacy Reeder, PhD
Dean, Jeannine Rainbolt College of Education



The UNIVERSITY of OKLAHOMA®
Office of the Senior Vice President and Provost

May 29, 2025

To Whom it May Concern,

As the Vice Provost for Faculty, and on behalf of the Center for Faculty Excellence at the University of Oklahoma, I write in support of the Fulbright Scholar-in-Residence (S-I-R) grant proposal submitted by the Learning Experience Design and Technology Program in the Educational Psychology Department of the Jeannine Rainbolt College of Education, at the University of Oklahoma. During the selected scholar's residency, we will be pleased to offer the Center for Faculty Excellence as a venue from which the S-I-R scholar will offer a presentation or workshop on a topic related to digital and emerging technologies in learning design.

Sincerely,

A handwritten signature in black ink that reads "Sarah Ellis".

Sarah Ellis
Vice Provost for Faculty, Office of the Provost



The University of Oklahoma

UNIVERSITY LIBRARIES

May 28, 2025

Mohammad Shams Ud Duha, Ph.D.
Assistant Professor, Learning Experience Design & Technology
Educational Psychology Department
Jeannine Rainbolt College of Education

Dear Dr. Duha:

University Libraries is pleased to support your proposal for the Fulbright Scholar-in-Residence being planned by the Learning Experience Design and Technology Program within the Department of Educational Psychology by collaborating with the Emerging Technologies Team and the broader Digital Scholarship and Data Services Department. Key resources available to the Fulbright Scholar include:

- **3D Scanning and Photogrammetry:** Our dedicated lab is equipped with high-resolution 3D scanners and photogrammetry tools, supported by staff with expertise in the capture and modeling of objects.
- **3D Printing:** We offer access 3D printing expertise across a broad range of materials, print volumes, and printer setups
- **Data and Informatics Support:** Our team includes specialists in data analysis, visualization, and informatics. We guide scholars and researchers through the data lifecycle, including projects that incorporate machine learning, or large-scale data.
- **Digital Scholarship Tools and Platforms:** We provide training on tools to support digital exhibits, storytelling through mapping, and digital editions.

During the scholar's residency, University Libraries looks forward to welcoming them to visit the Emerging Technologies Team, engage with our resources, share insights on instructional design, and contribute to our ongoing initiatives. This work supports the libraries' commitment to research impact and student success.

Sincerely,

A handwritten signature in black ink, appearing to read "Denise Stephens".

Denise Stephens
Dean of Libraries
Peggy V. Helmerich Chair



Thomas Kirk, PhD
University of Oklahoma
Jeannine Rainbolt College of Education
820 Van Vleet Oval, Rm. 340
Norman, OK 73019

May 29, 2025

To Whom it May Concern,

As manager of the Center for Educational Development and Research (CEDaR) in the University of Oklahoma's Jeannine Rainbolt College of Education, I wish to express my support for the Fulbright Scholar-in-Residence (S-I-R) grant proposal submitted by the Learning Experience Design and Technology Program in the Educational Psychology Department.

CEDaR's role is to support faculty and graduate students in their research and as such, we look forward to working with the scholar in residence.

We are also in the process of launching a lecture and podcast series on the impact of digital and emerging technologies in education. The intent of this series is to address areas of interest that are specific to education, but that are also of pressing interest to the broader university community. CEDaR anticipates the scholar in residence's involvement in this series, which would also allow the scholar to establish relationships with researchers in related fields throughout the university, fostering future opportunities for collaboration.

Please feel free to contact me with any questions.

Sincerely,

Thomas Kirk, PhD
Manager, Center for Educational Development and Research (CEDaR)
Jeannine Rainbolt College of Education | ECH 340
University of Oklahoma
Phone: 405-325-3655
email: thomas.kirk@ou.edu



Kennedy Elementary
621 Sunrise St.
Norman, Oklahoma 73071
(405) 366-5894 – Telephone
(405) 366-5896 - Facsimile
www.normanpublicschools.org

Lisa Goering
Assistant Principal
Kennedy Elementary
lgoering@normanps.org
405-366-5894
May 29, 2025

Dear Fulbright Scholar Application Committee,

I am writing on behalf of Kennedy Elementary School, as a part of Norman Public Schools, to acknowledge our support for the Fulbright Scholar-in-Residence (SIR) proposal submitted by the Learning Experience Design and Technology Program within the Department of Educational Psychology at the University of Oklahoma.

During the scholar's residency, we will welcome the scholar to visit our school, interact with our colleagues and students, and make a presentation on instructional multimedia development.

Sincerely,

Lisa Goering
Assistant Principal
Kennedy Elementary School

Mission: To prepare and inspire all students to achieve their full potential
Values: Integrity | Inclusiveness | Collaboration | Optimism



May 30, 2025

To whom it may concern,

On behalf of the Children's Interstitial and Diffuse Lung Disease (chILD) Foundation, I am pleased to offer our enthusiastic support for the proposal submitted by the Learning Experience Design and Technology Program in the Department of Educational Psychology at the University of Oklahoma for a Fulbright Scholar-in-Residence (SIR) grant.

The chILD Foundation is a 501(c)(3) non-profit organization dedicated to providing compassionate support, education, and hope to children and families affected by these complex and life-altering rare lung diseases. A key pillar of our mission is advancing education for patients, families, and providers, with the goal of improving understanding, self-management, and health outcomes. Our ongoing collaboration with members based in Oklahoma, including partnerships with the University of Oklahoma, has been an important part of advancing these educational and research efforts.

We believe that the proposed Fulbright Scholar will bring valuable expertise in instructional design, learning sciences, and educational technology that will greatly benefit our ongoing efforts. During the scholar's residency, we plan to collaborate with them on one of our current initiatives: the development of a mobile educational application designed to enhance health literacy and promote patient-centered care in families affected by chILD. The scholar will have access to our existing materials and progress to date and will be invited to collaborate on new content and features that reflect best practices in learning design and culturally responsive pedagogy.

We are confident that this partnership will be mutually enriching and lead to sustainable outcomes that support both our organizational mission and the Fulbright Program's goals of cross-cultural collaboration and knowledge exchange. We look forward to working closely with the selected scholar and contributing to the success of this impactful residency.

Sincerely,

Ann Gettys
Director of Programs
Children's Interstitial and Diffuse Lung Disease (chILD) Foundation