

# Suzanne Ensmann

Curriculum Vitae

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Assistant Professor, Education, Instructional Design and Technology M.S. Program

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## Education

Ed.D. Educational Technology, Morehead State University	April 2017
M.S. Instructional Systems Technology, Indiana University	May 2007
B.S. Clothing, Textiles, & Merchandising Degree, Florida State University	May 1986

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## Publications

### Peer-Reviewed Articles

Ensmann, S., Whiteside, A. (In press. Anticipated date of publication: September 2022). "It Helped to Know I Wasn't Alone": Student Satisfaction in an Online Community with a Gamified, Social Media-Like Instructional Approach. *Online Learning journal* 26(1).

Ensmann, S., Whiteside, A., Gomez-Vasquez, L., Sturgill R. (2021). Connections before curriculum: The role of social presence during COVID-19 emergency remote learning for students. *Online Learning journal* 25(3), 36-56.

Ensmann, S. Y. (2021). Digital games to improve learning in Haiti. *AECT TechTrends Journal*, 65(4) <https://doi.org/10.1007/s11528-021-00630-8>. Shareable link: <https://rdcu.be/cpH0A>

Ensmann, S. Y., Gomez-Vasquez, L., Sturgill, R., & Whiteside, A. L. (2021). A pandemic case journal of one higher education institution. *Quarterly Review of Distance Education*, 21(3), 19-23.

This special issue grew from a call for Association for Educational Communications and Technology (AECT) educators to journal global experiences and observations of the teaching and learning experience during a worldwide pandemic for an official journal of AECT. Essays were reviewed, compiled, and summarized as a case study to reflect upon and use lessons learned for instructional design improvements to accommodate future crises and considerations for further studies.

Wilson, A., Almerico, G. M., Johnston, P., & Ensmann, S. (2020). Examining educational leadership dispositions: A valid and reliable assessment of leadership dispositions. *International Journal of Educational Leadership Preparation*, 17.

Ensmann, S., Ward, A.\*, Fonseca, A.\*, Petersen, E\*. (2020). A case study for the 10-step approach to program evaluation. *AECT TechTrends journal. Organizational Training and Performance Issue*. Springer-Verlag. <https://doi.org/10.1007/s11528-019-00473-4>

Eggers, P.\*, Ward, A.\*, & Ensmann, S. (2020). Augmented reality in paramedic training: A formative study. *Journal of Formative Design in Learning*, 1-5.

Ensmann, S., Johnston, P., Almerico, G., Wilson, A. (2019). Assessing dispositions of the online learner (DOL): To improve learning gains. *Journal of Strategic Innovation and Sustainability*, 14(2), p. 60. ISSN# 1718-2077.

### Peer-Reviewed Book Chapters

Ensmann, S., Eggers, P.\*, Bing, B.\*, Li, L.\* (2021). Design of Learning Experience to Engage Learning in Instructional Design and Technology Graduate-Level Classes: Digital Game-Based Learning (DGBL) Cases. In Hokanson, B., Exeter, M., Grincewicz, A., & Tawfik, A. (Eds.). *Learning: Design, engagement, and definition*. ECTII. AECT. New York: Springer-Verlag.

Brahim, A.\*, Vianna, A.\*, Ensmann, S. (2021). Two Culturally Situated Instructional Design Cases for Beginner English Language Learning in Haiti. In Hokanson, B., Exeter, M., Grincewicz, A., & Tawfik, A. (Eds.). *Learning: Design, engagement, and definition*. ECTII. AECT. New York: Springer-Verlag.

Brotherton, R.\*, Seini, L.\*, Li, L.\*, & Ensmann, S. (2020). Improving Reading Speed for Dyslexic Readers.

## Ensmann CV

In Hokanson, B., Exter, M., Grincewicz, A., Schmidt, M., & Tawfik, A. [Intersections Across Disciplines \(pp. 135-145\)](#). ECTII. AECT. Springer, Cham.

Ensmann, S. (2020). The Effects of Wearables on Performance in Education: Serving the Whole Student with Directed Attention on Health and Wellness. In Hokanson, B., Clinton, G., Tawfik, A. A., Grincewicz, A., & Schmidt, M. [Educational Technology Beyond Content](#) (pp. 233-247). *Educational Communications and Technology: Issues and Innovations (ECTII)*. AECT. Springer, Cham.

\*Designates student authors

### Manuscripts in Preparation

Ensmann, S. Y., Whiteside, A. L., Gomez-Vasquez, L., Sturgill, R., (anticipated submission, summer 2022). Introducing the ACCEPT emergency remote learning framework. *British Journal Of Educational Technology*.

Ensmann, S. Y., Whiteside, A. L. (anticipated submission, summer 2022). Using gamified social media discussion board to improve cognition. *Interactive Learning Environment journal*.

Ensmann, S. Y., Whiteside, A. L. (anticipated submission, summer 2022). Using gamified social media discussion board to facilitate self-regulated learning. *Journal of Computing in Higher Education*.

Gomez-Vasquez, L., Ensmann, S. Y., Whiteside, A. L. Sturgill, R. (anticipated submission, summer 2022). Faculty support and strategic engagement during the COVID-19 Pandemic. *Journal of Communication Management*.

Ensmann, S. Y., Gomez-Vasquez, L., Sturgill, R., Whiteside, A. L. (anticipated submission, fall 2022). "Gen"-erate experiences that work better for your students. *Journal of Educational Research*.

Whiteside, A. L., Ensmann, S. Y., Gomez-Vasquez, L., Sturgill, R. (anticipated submission, fall 2022).

Engaging online with learning technologies during a time of change: Leveraging self-determination theory to build future resilience, efficacy, and self-related learning (SRL) in college students. *Information and Learning Sciences*.

Ensmann, S. Y., Gomez-Vasquez, L., Sturgill, R., Whiteside, A. L., (anticipated submission, spring 2023). In a really dark place: Education in a time of isolation with wearable technologies. *Journal of Educational Change*.

### Published Conference Proceedings/Abstracts

Sturgill, R., Ensmann, S., Gomez-Vasquez, L., & Whiteside, A. (2021). *Impact on the Health and Wellness of Faculty and Students During the COVID-19 Pandemic...* Association of Schools Advancing Health Professions, Live Virtual Series, September 30, 2020-March 24, 2021. [Journal of Allied Health](#), 89-89.

Ensmann, S.Y. (2017). Game-for-social-change: A Way Home A Game To Teach Players About A Serious Topic While Driving Civic Engagement. The Annual Proceedings. [AECT. P161](#)

Ensmann, S.Y., Justice, L.J. (2016). *Children Have Rights Too: Using Creative Games and Simulations to Teach Children's Rights*. 2016 Annual Proceedings: Volume #1. AECT.

Ensmann, S.Y. (2015). *Using Wearable Technology to Support and Measure the Effects of Physical Activity on Educational Persistence*. 2015 Annual Proceedings: Volume #1. AECT.

### Dissertation

Ensmann, S. Y. (2017). *Empowering Students with Games-for-Change* (Doctoral dissertation, Morehead State University).

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### Awards and Honors

2017 Morehead State University School of Education. *Scholarly Research Award*.

2016 Morehead State University School of Education. *Scholarly Research Award*.

2014-2016 Justice Sandra Day O'Connor. *Appointment to iCivics Teachers' Council*.

### Funded Awards

### Research Grants

2021 The University of Tampa, Research Innovation and Scholarly Excellence (RISE) Grant. *Pandemics, Paradigms, and Disruptive Technologies: Exploring Student Learning with a Dynamic Discussion Community Building Platform Designed with Social Presence, Engagement, Interaction, and Gamification* (\$14,000 awarded), with Aimee Whiteside. [Abstract link](#). [Award letter link](#).

2021 The University of Tampa Undergraduate Research and Inquiry Grant. *Researching Community Building and Social Presence in Gamified Online Discussions* (\$4,000 awarded by Undergraduate Research and Inquiry Committee), with Aimee Whiteside.

2019 The University of Tampa RISE Grant. *Digital/Audio Interactives to Improve Learning in a Developing Country* (\$12,000 awarded), with Tony Erben and Tammy Schimmel.

### Teaching and Learning Awards

2019 Fall The University of Tampa Department of Education Special Project Award. *Measuring the Affective Domain with a Facial Expression Reader* (\$250 awarded).

2019 Spring The University of Tampa Department of Education Special Project Award. *Developing Graduate Students into Published Scholars* (\$2,000 awarded).

2018 Fall The University of Tampa Department of Education Special Project Award. *Inspiring Inquiry and Measurement with Wearable Devices* (\$1,452 awarded).

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### Presentations

#### Invited Talks

Whiteside, A. L., Ensmann, S. Y. (2021, November 18). Strategies for College-Level Student Engagement in Multiple Modalities: Learning from a Longitudinal Study on Yellowdig, a Community-Building Platform Designed for Collaboration, Social Presence, and Gamification. [Invited as guest speakers, Drs. Aimee Whiteside and Suzanne Ensmann showcase a study through the lens of disruptive innovation theory that explores student engagement with a tool called Yellowdig. Using the Electronic Learning Satisfaction Survey (eLs) framework and survey tools developed by Dr. Albert Ritzhaupt at the University of Florida combined with other triangulated methods, our initial findings across multiple courses suggest that instructors can leverage gamification and social media-like reactions to foster student engagement, course satisfaction, and critical connections. Lessons revealed include using data analytics to monitor student engagement while allowing faculty the time to facilitate just-in-time learning.] Florida Educational Research Association Graduate Student Business Meeting Luncheon. Tampa, Florida. [Program link](#).

Whiteside, A. L., Snow, J., Ensmann S. Y. (contributing author to study) (2021) *It Helped to Know I Wasn't Alone*. Yellowdig webinar. Virtual.

Ensmann, S. (2020). Keynote for Doctoral Seminar. Morehead State University, Kentucky. *Building a Sense of Community*. [Recorded video](#).

Ensmann, S. (2016). Keynote for Indian River State College High School Commencement Ceremony. Fort Pierce, Florida.

#### Peer-Reviewed Conference Presentations

Ensmann, S. Y., Whiteside, A. L. (Accepted for 2022, October 23). *Impacting student learning using a community-building discussion platform designed with social presence and gameful engagement*.

[How can we continue to craft safe spaces for learning communities that allow us to continue connectedness and course engagement outside the physical classroom space? This interactive presentation offers engagement in a platform designed to foster innovative instructional strategies to increase learner engagement and reveals the results of a one-year longitudinal study at a mid-sized

private university. Interdisciplinary faculty explored the potential for a unique community-building discussion platform that uses a gamified social media-like system to encourage self-regulation (Zimmerman, 2008) and motivate learners to manage and master online scholarly discourse. Assessing how this technology impacts learner engagement, this study employs disruptive innovation theory (Christensen et al., 2011) and suggests that Yellowdig, a disruptive technology, can foster positive changes, such as critical thinking and problem-solving skills. Researchers carefully and purposefully incorporated this technology into their courses to foster social constructivism (Vygotsky, 1997) to improve learners' self-regulation, cognition, and satisfaction.] AECT Conference. Las Vegas, Nevada.

Whiteside, A. L., Ensmann, S. Y., (2021, October 6). *"It Helped to Know that I Wasn't Alone"* Exploring Research with a Community-Building Platform Designed for Engagement, Social Presence, Gamification. [This presentation showcases a study exploring social presence and student engagement with Yellowdig. Through the lens of disruptive innovation theory, our initial findings from triangulated methods across multiple courses (n=200) suggest that instructors can leverage gamification and social media-like reactions to foster student engagement, course satisfaction, and critical connections.] Online Learning Consortium (OLC) international conference. Virtual.

Gomez-Vasquez, L. (presenter/author), Ensmann, S. (co-author), Whiteside, A.L. (co-author), & Sturgill, R. (co-author), (2021, July 15). *Encouraging faculty-student connections using social media and messaging applications during COVID-19 pandemic emergency remote learning.* [Classroom disruption due to the global impact of COVID-19 brought faculty and students opportunities to connect and maintain a social presence through digital platforms in a time of isolation. While there is a large body of literature devoted to digital platforms for teaching and learning, there is little research regarding the use of social media during emergency remote learning. This work aims to explore the use of social media and messaging platforms by faculty and students in a medium-sized private university in the southeast United States in times of emergency. The study employed an exploratory design approach, with 242 faculty and 711 students consenting to the survey. Findings indicated most faculty respondents (73%) had fewer than four years of experience with online teaching, while students (80%) had fewer than one year of experience in online learning. Faculty turned to Facebook groups, such as Pandemic Pedagogy or online communities (23%), to keep up with professional development, followed by YouTube (20%) and Twitter (11%). Fifty-five percent of faculty found it helpful to use social media platforms for professional development. However, only 6% of faculty always/often used social media in remote learning, and 12% of students employed social media always/often in the remote classroom. Facebook groups encouraged the exchange of ideas, discussion, and collaboration. Additionally, messaging applications like GroupMe and Slack (21%) promoted connectivity among students: "My professor engaged every week with our whole class in a positive way. She used GroupMe to keep daily discussions. It was the only time I still felt connected as a student." Findings suggest that social media platforms and messaging applications encouraged connections, social engagement, collaborations, and a sense of normalcy during these difficult times among both faculty and students.] Social Media Marketing Institute Symposium in conjunction with the University of Sunshine Coast in Australia. Virtual.

Sturgill, R. (presenter/author), Whiteside, A.L. (co-author), Gomez-Vasquez, L. (co-author), & Ensmann, S. (co-author), (2021, February 18). *Faculty and Student Experiences of Remote Learning During COVID-19.* [What was the COVID-19 remote learning experience like at your educational institution? In our private, mid-sized institution in the southeastern region of the United States, 711 students

and 242 faculty survey participants responded to our surveys. The goal of this session addresses the impact of COVID-19 on teaching and learning. It also involves brainstorming the next steps as we move into a post-COVID era. This is not to imply that COVID is behind us but rather to suggest that educators have been thrust into rethinking delivery methods. Join us if you have been tracking the evolution of this pre- to post-era in your institution!] Eastern Educational Research Association (EERA) Annual Conference. Virtual.

Sturgill, R. (presenter/author), Ensmann, S. (co-presenter/co-author), Gomez-Vasquez, L. (co-presenter/co-author), & Whiteside, A.L. (co-presenter/co-author), (2021, January 13). *Impact On The Health And Wellness of Faculty And Students During The COVID-19 Pandemic*. [This presentation discusses the impact on the health and wellness of faculty and students transitioning to remote learning during the COVID-19 pandemic. Faculty (n=242) and students (n=711) at a mid-sized southeastern private institution were surveyed midway through the Spring 2020 semester. Using exploratory research, participants answered closed and open-ended questions about health, wellness, and overall experience. After the semester, faculty (34%) and students (46%) reported being worried, struggling, or in a dark place. Stress coping mechanisms, tools to support physical health, and mindfulness strategies varied. A faculty member stated, "We had 2 different group projects across different student groups in my course to foster connections, and their exit essays identified that for most students, these groups were essential to managing their mental health as connected study groups: A student responded, "When we did more discussions during video sessions, I felt more mentally engaged in class and less distracted by being, home" Only 37% of faculty and 29% of students used wearable technology (FitBits) to support physical activity and mindfulness. Recommendations to support wellness in remote learning will be provided.] Association of Schools Advancing Health Professions (ASAHP) Conference. Virtual.

Whiteside, A.L. (presenter/author), Gomez-Vasquez, L. (co-author), Ensmann, S. (co-presenter/co-author), & Sturgill, R. (co-presenter/co-author) (2020, November 10). *We All Had to Become Stronger Together: Faculty Experiences of Disruption and Innovation During The COVID-19 Pandemic*. [With a framework of disruption innovation, this session addresses a study of the COVID-19 remote teaching experience of faculty at a mid-sized, private university. With over a 25% response rate, these faculty members' stories of struggle, vulnerability, and innovation invite discussions of how to best support faculty in the future.] Online Learning Consortium (OLC) international conference. Virtual.

Ensmann, S. (chair/author), Whiteside, A.L. (co-presenter/co-author), Dikkers, A.G. (co-presenter/co-author), Conklin, S. (co-presenter/co-author), Gomez-Vasquez, L. (co-author), & Sturgill, R. (co-author) (2020, November 9). *Student Reactions To COVID-19 Remote Learning: Lessons Learned from Multiple Institutions*. [Were students' needs met during the COVID-19 transition to remote learning? Were they able to complete their courses, despite multiple challenges? This interactive panel session helps us learn about the student experience as researched at two different public and private higher education institutions.] OLC international conference. Virtual.

Ensmann, S. (presenter/author), Gomez-Vasquez, L. (co-author), Sturgill, R. (co-author), & Whiteside, A.L. (co-author) (2020, November 6). *The Impact of COVID-19 on Teaching and Learning*. [What was the COVID-19 remote learning experience like at your educational institution? In our private,

mid-sized institution in the southeastern region of the United States, 711 students and 242 faculty survey participants responded to our surveys. The goal of this session addresses the impact of COVID-19 on teaching and learning. It also involves brainstorming the next steps as we move into a post-COVID era. This does not imply that COVID is behind us but rather suggests that educators have been thrust into rethinking delivery methods. Join us if you have been tracking the evolution of this pre- to post-era in your institution!] AECT international conference. Virtual.

- Sturgill, R. (presenter/author), Gomez-Vasquez, L. (co-presenter/co-author), Ensmann, S. (co-presenter/co-author), & Whiteside, A.L. (co-presenter/co-author) (2020, October 2). *Teaching Critical Thinking in a Remote Classroom*. [This presentation will discuss how faculty taught critical thinking activities in a remote classroom. Examples of learning technologies, challenges, and lessons learned will be presented.] Critical and Creative Thinking Conference. The University of South Florida, St. Petersburg Campus, Virtual.
- Brahim, A.\* (presenter/author), Vianna, A.\* (co-presenter/co-author), & Ensmann, S. (co-presenter/co-author), (2020). *Two Culturally-Situated Instructional Design Cases for Beginner English Language Learning in Haiti*. AECT international conference. Virtual.
- Wilson, A. (presenter/author), Ensmann, S. (co-author), Johnston, P. C. (co-author), Almerico, G. M. (co-author), (2020, February 21). *Examining Educational Leadership Dispositions: A Valid and Reliable Assessment of Leadership Dispositions*. EERA. Orlando, Florida.
- Ensmann, S. (presenter/author), Wilson, A. (co-author), Almerico, G. (co-author), Johnston, P. (co-author), (2019). *Assessing Dispositions of the Online Learner: Rater Calibration Training*. AECT international conference. Las Vegas, Nevada.
- Wilson, A. (presenter/author), Ensmann, S. (co-author), Almerico, G. (co-author), Johnston, P. (co-author) (2019). *Examining Educational Leadership Dispositions: A Valid and Reliable Assessment of Leadership Dispositions*. 42nd Annual Conference EERA. Myrtle Beach, South Carolina.
- Ensmann, S.Y. (2017). *A Game for Change: A Way Home!* [High Impact Ed. Talk]. AECT international conference. Jacksonville, FL. [High Impact Talk link](#).
- Chuang, H.Y., Ensmann, S.Y., Gray, L.E., Goodson, L.A. (2016). *Preparing Online Teachers in Higher Education*. AECT international conference. Las Vegas, NV.
- Ensmann, S.Y., Justice, L.J. (2016). *Children Have Rights Too: Using Creative Games and Simulations to Teach Children's Rights*. AECT international conference. Las Vegas, NV.
- Ensmann, S.E. (2014). *Playing It Forward*. AECT international conference. Jacksonville, FL.
- Anderson, B., Ensmann, S. Y. (2014). *Second Life to Minecraft: Conceptualizing a new platform based on research*. AECT international conference. Jacksonville, FL.
- Betrus, A.K., Ensmann, S.Y., Justice, L.J., Miller, C. (2014). *State of the Union of Games: A Panel Discussion of Current Trends and Issues of Games in Education*. AECT international conference. Jacksonville, FL.

### Peer-Reviewed Conference Presentations in Submission

- Whiteside, A. L., Ensmann, S. Y., (in review. Submitted spring 2022). *Student Reactions to Yellowdig and How Instructors Can Leverage Them for Learner Satisfaction, Self-Regulated Learning, and Cognition*. Online Learning Consortium (OLC) international conference. Orlando.

## Invited Presentations

Wilson, A. (presenter/author), Ensmann, S., (co-presenter/co-author), Almerico, G. (co-author), Johnston, P. (co-author) (2019). *Developing Teacher Candidate Dispositions*. Engage Conference. New Orleans, Louisiana.

Almerico, G. (presenter/author), Erban, A. (presenter/author), Johnston, P. (co-author), Wilson, A. (co-author), Ensmann, S. (co-author) (2019). *Candidate Dispositions Instruments for Three Settings: Standards Alignment and Implementation Strategies to Promote Dispositional Learning and Growth*. Council for the Accreditation of the Educator Preparation (CAEP) Conference.

Almerico, G. (presenter/author), Erban, A. (presenter/author), Johnston, P. (co-author), Wilson, A. (co-author), Ensmann, S. (virtual presenter/co-author) (2018). *Educator Dispositions Assessment Solutions [webinar]*. Council for the Accreditation of the Educator Preparation Conference. Washington, D.C.

## University and Departmental Presentations

2021 Upgraded original presentation for MyUTampa NTI training by adding interactive engagement.

2021 Upgraded original presentation for MyUTampa NTI training by adding audio.

2020 Presenter for MyUTampa [recorded]. The University of Tampa. *Time Management Tips*.

2020 Presenter for MyUTampa [recorded]. The University of Tampa. *Sharing VidGrid Video Options*.

2020 Presenter for MyUTampa [recorded]. The University of Tampa. *Upload Video Screencasts to Blackboard*.

2019 Presenter for New Teacher Institute (NTI). The University of Tampa. *Begin with the End in Mind*.

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## Teaching

Assistant Professor for The University of Tampa College of Social Science, Mathematics, and Education Instructional Design and Technology M.S. program.

Designed, developed, and taught face-to-face courses and designed all the following courses to be delivered hybrid. Reviewed and approved by the Online Teaching and Learning Community (OTLC) of faculty. The following courses with an asterisk also represent new prep.

### Hybrid Approved

- [Introduction to Instructional Design EME601 \(core\)](#)\*
- [Inquiry and Measurement EME603 \(core\)](#)
- [Introduction to Distance Learning EME605 \(elective\)](#)
- [Design of Online Collaborative Learning EME606 \(elective\)](#)\*
- [Media for Instruction EME612 \(elective\)](#)
- [Introduction to Program Evaluation EME640 \(elective\)](#)\*
- [Management of Change EME642 \(elective\)](#)\*

Proposed, developed, received peer-review approval and taught a new course for the program:

- [Introduction to Instructional Games and Simulations EME607 \(elective\)](#)\*

Designed and taught the following courses to be delivered online. Peer-reviewed by the OTLC for initial delivery in summer 2020 as officially approved online courses:

### Online Approved

- [Introduction to Distance Learning EME605 \(elective\)](#)
- [Media for Instruction EME612 \(elective\)](#)
- [Management of Change EME642 \(elective\)](#)

Proposed, the following course to be delivered online for initial delivery summer 2023. Approved by the chair to date.

- [Principles of Learner Motivation EME611 \(elective\)](#)

**Other courses teaching at UT previously approved for hybrid delivery:**

EME660 Seminar in Instructional Design (core), EME661 Advanced Seminar in Instructional Design (core), EME610 [Trends and Issues in Instructional Design and Technology EME610 \(core\)](#), and EME611 [Principles of Learner Motivation \(elective\)](#)

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**Service**

**Service to Profession**

Ensmann, S., (2022). Peer reviewer for *Computers and Education* (in progress).  
Ensmann, S., (2021). Peer reviewer for *Journal of Research on Technology in Education* (2021-12-28-22).  
Ensmann, S., (2021). Peer reviewer for *TechTrends* (2021-08-31).  
Ensmann, S., (2021). Peer reviewer for *TechTrends* (2021-07-31).  
Ensmann, S., (2020). Invited to be peer reviewer by Charles M. Reigeluth, Professor Emeritus, Instructional Systems Technology Department, Indiana University, for his newest book *Merging the Instructional Design Process with Learner-Centered Theory* with Yunjo An, Associate Professor, Department of Learning Technologies, University of North Texas. Respectfully declined due to guidance to focus on tenure goals amidst time constraints..  
Ensmann, S., (2020). Peer reviewer for AECT 2020 Conference proposals.  
Ensmann, S., (2020). Peer reviewer for AECT 2020 Summer Research Symposium publication. *Towards Culturally Situated Learning Design and Research. Educational Communications and Technology: Issues and Innovations (ECTII). (ECTII)*  
Ensmann, S., (2019). Peer reviewer for AECT 2019 Summer Research Symposium publication. *Intersections Across Disciplines. (ECTII)*  
Ensmann, S., (2018). Peer reviewer for AECT Summer Research Symposium publication. *Educational Technology Beyond Content. Educational Communications and Technology: Issues and Innovations (ECTII).*  
Association for Educational Communications and Technology (AECT) Award Reviewer Committee - 2016-2019

**University Service**

Instructional Technology Committee (ITC) 2021-Current  
Online Teaching and Learning Committee 2018-2021

**Departmental and University Service**

IDT MS Coordinator appointment 2022-Current  
Co-Chair of Search Committee for IDT Visiting Professor Position Spring 2022  
Volunteered to Chair Graduate Committee Fall 2022  
Department of Education 2017-2022  
Department of Education Graduate Committee 2018-2022  
Department of Education Continuous Improvement Committee 2020-2022  
Interim IDT MS Coordinator Spring 2020  
Interim Chair of Graduate Committee Spring 2020  
Interim Chair of ARD Committee Fall 2018  
Department of Education Academic Retention and Dismissal (ARD) committee 2017-2020

**Student Service**

Faculty Advisor. Grant Supervisor.

**Media Coverage**

2022: [News and UT Life Summer 2022](#), A Partnership With the Crisis Center of Tampa Bay (p. 1).

- 2021: [News and UT Life Fall 2021](#), UT Physician Assistant and Instructional Design Programs Develop Community Paramedicine Training Program for Crisis Center of Tampa Bay (p. 1).
- 2021: [The UT Journal](#) Fall 2021, ID for Dyslexia (p. 7).
- 2020: [News and UT Life](#). Education Faculty, Students Develop Digital Tools for Haitian Orphanage.
- 2020: [Tampa Bay Business Journal](#). *Need for Rapid Virtual Training Boosts Demand for Instructional Designers*.
2018. [Student Feature: Dr. Suzanne Ensmann \(PDF version\)](#). Morehead State University.
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## Related Professional Skills

### Academic Products

- 2020 [Play to Learn English Version I Online Training](#)
- 2020 Ensmann, S., Johnston, P. C., Almerico, G. M., Wilson, A. Assessment for Dispositions of the Online Learner (DOL) Technical Guide. Copyrighted.
- 2019 Ensmann, S., Johnston, P. C., Almerico, G. M., Wilson, A. Dispositional Assessments Training. Copyrighted. [Online Training for Dispositions of the Online Learner \(DOL\) Assessment, Educational Leadership Disposition Assessment, and Educators Disposition Assessment Instruments](#). Copyrighted.
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## Professional Memberships/Affiliations

- Online Learning Consortium (OLC) - Current
- Association for Educational Communications and Technology (AECT) - Current
- United States Distance Learning Association (USDLA) - Current
- International Game Developers Association (IGDA) - Current
- International Society for Technology and Education (ISTE) - Current
- Indiana University Alumni - Current
- iCivics Ed. Network - Current
- Pi Lambda Theta Honor Society