

CURRICULUM VITAE

HOLLY FIOCK

Senior Instructional Designer
Doctoral Student, Learning Design and Technology
Purdue University
100 N. University Street
Beering Hall, Room 3156
West Lafayette, IN 47907
(O) 765-494-0150
holly.fiock@gmail.com
www.hollyfiock.com

EDUCATIONAL BACKGROUND

- Current Doctor of Philosophy, Purdue University, West Lafayette, IN USA
Major: Learning Design and Technology (formerly Educational Technology)
Advisor: Dr. Jennifer Richardson
- 2015 Masters of Science in Education, Purdue University, West Lafayette, IN USA
Major: Learning Design and Technology (formerly Educational Technology)
Advisor: Dr. Jennifer Richardson
- 2010 Bachelor of Science, Purdue University, West Lafayette, IN USA
Major: Social Studies Education

ACADEMIC APPOINTMENTS

- 2018-Present Adjunct Professor. Purdue University, College of Education; Curriculum and Instruction,
West Lafayette, IN.
- 2017-2018 Adjunct Professor. Purdue University, College of Education; Learning Design and
Technology, West Lafayette, IN.

PROFESSIONAL APPOINTMENTS

- 2021-Present Advisory Committee Member. ID2ID Peer Mentoring Program, EDUCAUSE and Penn
State University.

PROFESSIONAL EXPERIENCE

- 2021-Present Senior Instructional Designer, Purdue Online, Teaching and Learning Technologies
College of Education; Learning Design and Technology, West Lafayette, IN.
- 2016-2021 Instructional Designer, Purdue Online, Teaching and Learning Technologies
College of Education; Learning Design and Technology, West Lafayette, IN.
- 2014-2016 Curriculum Coordinator, College of Education; Learning Design and Technology, West
Lafayette, IN.

AWARDS AND HONORS

- 2022 *Great Place to Work Award*, Purdue Online.
- 2022 *2022 D2L Excellence Award*, Purdue Online. *Learning Online 101*.
- 2021 *Outstanding Research and Theory Division Sponsored Accepted Student Proposal Award*, Association for Educational Communications and Technology; Fiock, H., Meech, S., Yang, M., Long, Y., Farmer, T., Koehler, A., & Cheng, Z. (2021). *Instructional design learners make sense of theory*.
- 2021 *Honorable Mention - Learning Technologies Team Award*, eLearning Consortium of Colorado; nominated with Dr. Adrie Koehler; *Advanced Practices in Instructional Design*.
- 2021 *Nominee - Learning Technologies Team Award*, eLearning Consortium of Colorado; nominated with partners from Purdue Online: Alexis Maschinot, Rachel Fundator, Elise Lofgren, and Emily Bonem; *Learning Online 101*.
- 2020 *Bravo Award*, Purdue University. (\$750)
- 2019 *UPCEA Outstanding Credit Program Award*, University Professional and Continuing Education Association, outstanding program award for the Online Master's in Science LDT program; awarded with Dr. William Watson.
- 2019 *Online Learning MVP: Instructional Design and Support Award*, Innovative Learning, Purdue University. (\$2,500)
- 2018 *Bravo Award*, Purdue University. (\$500)
- 2018 *Excellence in Digital Education: Innovative Course Design and Use of Technology Award*, Innovative Learning, Purdue University; awarded with Dr. William Watson. (\$2,500)
- 2014 *Purdue University Rose Award*, Barbara Cook Chapter of Mortar Board, Purdue University.
- 2014 *Outstanding Service Award for the College of Education*, Purdue University. (\$200)

ACADEMIC, PROFESSIONAL, AND SCHOLARLY MEMBERSHIPS

- 2019-Present Association for Educational Communications and Technology
- 2018-2019 ID2ID Peer Mentoring Program, EDUCAUSE, Buddy
- 2014-Present University Professional and Continuing Education Association
- 2013-Present Purdue Association for Learning Design and Technology

A. DISCOVERY

Doctoral student, Ms. Holly Fiock, is interested in diverse topics across the field of instructional design and online learning. She has been a contributing member of multiple research teams, exploring problems in various contexts. Ms. Fiock's current interests include the Community of Inquiry Framework – specifically focused on the factors, items that instructors can control to

develop effective online communities of inquiry and bridging the gap between research and practice in online learning theory and trends.

(⁺indicates blind peer review publication, ^{*}indicates major contributing author)

a. Book Chapters

1. ^{*}**Fiock, H.** (2020). Reflection. In R. Kimmons (Ed.), *The Students' Guide to Learning Design and Research*. EdTech Books. Retrieved from <https://edtechbooks.org/studentguide/reflection>

b. Peer-Reviewed Journal Articles

1. ⁺^{*}**Fiock, H.** (2022). Designing an online student center. *International Journal of Designs for Learning*, 13(1), 19–34. <https://doi.org/10.14434/ijdl.v13i1.31961>
2. ⁺^{*}**Fiock, H.**, Meech, S., Yang, M., Long, Y., Farmer, T., Hilliard, N., Koehler, A., Cheng, Z. (2022). Instructional designers make sense of theory: A Collaborative autoethnography. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-021-10075-8>
3. ⁺Koehler, A., Cheng, Z., **Fiock, H.**, Janakiraman, S., Wang, H., & Chartier, K. (2021). Examining students' use of online case-based discussions to support problem solving: Considering individual and collaborative experiences. *Computers & Education*, 179. <https://doi.org/10.1016/j.compedu.2021.104407>
4. ⁺Richardson, J. C., Caskurlu, S., Castellanos-Reyes, D., Duan, S., Ud Duha, M. S., **Fiock, H.**, & Long, Y. (2021). Instructors' conceptualization and implementation of scaffolding in online higher education courses. *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-021-09300-3>.
5. ⁺Lowenthal, P.R., **Fiock, H.S.**, Shreaves, D.L. et al. (2021). Investigating students' perceptions of screencasting style of video feedback in online courses. *TechTrends*. <https://doi.org/10.1007/s11528-021-00665-x>
6. ⁺^{*}**Fiock, H.**, Maeda, Y., & Richardson, J. C. (2021). Instructor impact on differences in teaching presence scores in online courses. *The International Review of Research in Open and Distributed Learning*, 22(3), 55-76. <https://doi.org/10.19173/irrodl.v22i3.5456>
7. ⁺Koehler, A., Cheng, Z., **Fiock, H.**, Janakiraman, S., & Wang, H. (2020). Asynchronous online discussions during case-based learning: A Problem-solving process. *Online Learning*, 24(4). <http://dx.doi.org/10.24059/olj.v24i4.2332>
8. ⁺**Fiock, H.** (2020). Designing a Community of Inquiry in Online Courses. *The International Review of Research in Open and Distributed Learning*, 21(1), 135-153. <https://doi.org/10.19173/irrodl.v20i5.3985>
9. ⁺Watson, S. L., Watson, W. R., Yu, J. H., Caskurlu, S., Janakiraman, S., & **Fiock, H.** (2019). Attitudinal learning and its relation to gender, age, ethnicity, enrollment purpose, and most impactful learning activity in a Science of Happiness MOOC. *International Journal of Learning Technology*, 13(4), 306–326. <https://doi.org/10.1504/IJLT.2018.098501>

c. Editor Reviewed Journal Articles

1. ^{*}**Fiock, H.** (2020). Completing graduate school while working full-time. *TechTrends*. <https://doi.org/10.1007/s11528-020-00484-6>
2. ^{*}**Fiock, H.** (2019). Contributions of Dr. Peggy Ertmer: A career worthy of recognition. *TechTrends*. <https://doi.org/10.1007/s11528-019-00403-4>

d. Presentations at regional, national, or international professional conferences and/or other educational institutions

1. International and National Conference Presentations

1. Richardson, J. C., Caskurlu, S., Castellanos-Reyes, D., Suzhen, D., Duha, M. S. U., **Fiock, H.**, & Long, Y. (2022). Scaffolding in online higher education courses: Insights from faculty [Roundtable Session]. 2022 AERA Annual Meeting, American Educational Research Association, San Diego, CA, United States.
2. ⁺**Fiock, H.**, Meech, S., Yang, M., Long, Y., Farmer, T., Koehler, A., Cheng, Z. (2021). *Instructional design learners make sense of theory*. Paper to be presented at Association for Educational Communications and Technology International Convention, Chicago, IL.
3. ⁺Richardson, J., Caskurlu, S., Castellanos Reyes, D., Duan, S., Ud Duha, M. S., **Fiock, H.**, Long, Y. (2021). *Instructors' conceptualization and implementation of scaffolding in online higher education courses*. Paper to be presented at Association for Educational Communications and Technology International Convention, Chicago, IL.
4. ⁺**Fiock, H.**, Brott, E. B., & Caskurlu, S. (2020, November 6). *Defining and assessing instructional design competencies* [Conference presentation]. AECT 2020 Convention, Virtual Conference.
5. ⁺Koehler, A., Chartier, K., Cheng, Z., **Fiock, H.**, Janakiraman, S., and Wang, H. (2020). *The role of online case-based discussions in supporting individual problem solving* [Conference presentation]. AERA 2020 Convention, San Francisco, CA. (Conference cancelled).
6. ⁺Koehler, A., Chartier, K., Cheng, Z., **Fiock, H.**, Janakiraman, S., and Wang, H. (2019). *Examining students' use of online case-based discussions to support problem solving* [Conference presentation]. AECT 2019 Conference, Las Vegas, NV.
7. ⁺Richardson, J., Lewandowski, J., **Fiock, H.**, and Gentry, M. (April, 2016). *Getting our hands dirty: Applying an experiential learning lens to a graduate program in learning design and technology program* [Conference presentation]. Global Learn Conference 2016, Limerick, Ireland.

2. Local Conference Presentations

1. ⁺**Fiock, H.** (April 15, 2020). *Running an online student center* [Conference presentation]. eLearning Consortium of Colorado Conference, virtual conference.
2. ^{*}**Fiock, H.** (2020). *Designing for community: An online student center* [Conference presentation]. Instructional Systems Technology (IST) Conference, Bloomington, IN.

B. LEARNING

Ms. Fiock's teaching interest lies in the onboarding of new students into online programs. Specializing in introduction seminar courses, Ms. Fiock works to develop strong connections with learners early in the program – striving to serve as a mentor for new students in a variety of formats. Ms. Fiock looks to implement and test new strategies in online environments, assessing the effectiveness of different teaching method across cohorts with particular interest in Community of Inquiry evidence-based strategies. In addition to teaching, Ms. Fiock manages two online student centers that serve as the hub of

information for community building in two College of Education online programs. The student centers have served as a model for other educational programs across Purdue's campus.

- a. Course Lead Instructor at Purdue University**
 - 1.EDCI 52001: Seminar 1, Summer 2021 – Present
 1. The faculty course lead is responsible for course updates and maintains the course after taking over from the course designer. Faculty course leads may or may not teach the course in addition to overseeing other instructors/LTLs.
- b. Courses Taught at Purdue University**
 - 1.EDCI 52001: Seminar 1, Fall 2020 – Present
 - 2.EDCI 591: Seminar I, Fall 2018 – Summer 2020
 - 3.EDCI 660: Demonstrating Professional Competencies in LDT, Spring 2016 – Spring 2018
- c. Paid Teaching Assistant at Purdue University**
 - 1.EDPS 55600: Intro to Quantitative Data Analysis Methods in Education I, Summer 2022
- d. Volunteer Teaching Assistant at Purdue University**
 - 1.EDCI 62700: Project Management in Instructional Design, Spring 2016
 - 2.EDCI 53100: Learning Theories and Instructional Design, Spring 2016
- e. Online Student Center Manager at Purdue University**
 - 1.LDT Online Student Center
 - 2.C&I Online Student Center
 1. Responsible for the creation, update, and management of student center for two online programs. Weekly announcements are created and made to ensure students stay current with policies and procedures, Purdue community events, and academic topics of interest. In order to build community, student profiles and kudos are announced to help online learners showcase their own awards and events.
- f. Course and Curriculum Development**
 - 1.Learning Online 101, Purdue University (launched, spring 2021, all undergraduate students enrolled)
 - 2.EDCI 590: Pedagogy I (Transition to Teaching Program)
 - 3.EDCI 590: Pedagogy II (Transition to Teaching Program)
 - 4.LDT Online Student Center (Fall 2015-Current)
 - 5.C&I Online Student Center (Fall 2017-Current)
 - 6.Career and Technical Education (CTE) Web 2.0 Technologies Workshop: 2015, 2016, Purdue University, West Lafayette, IN.
 - 7.EDPS 50200 Advanced Severe Characteristics: 2015, Purdue University, West Lafayette, IN.
- g. Instructional Materials**
 - 1.I assisted in various job aid/tutorial development for Purdue University's transition from Blackboard Learn to Desire to Learn's Brightspace with others at Purdue Online. These aids helped to support both students and faculty in navigating the learning management system.

C. ENGAGEMENT

Ms. Fiock's engagement efforts align with the ideals of bridging the gap between research and practice. She strives to present current research to non-traditional academic settings such as practitioner-based conferences and websites.

(^indicates paid or invited request, *indicates major contributing author, #indicates subject to review)

a. Invited Talks

- 1.^Richardson, J., Rogers, S., Denoyelles, A., & **Fiock, H.** (2022, June 9). Community of Inquiry Framework: Research to Practice. Webinar. Association for Educational Communications and Technology: Division of Distance Learning.
- 2.^***Fiock, H.** (2022, February 23). Research talk #1: Instructional design theory and sense making. Webinar. EDTECH 698: Seminar in Educational Technology. Boise State University, Boise, ID.

b. Campus and Departmental Talks

- 1.Richardson, J., Caskurlu, S., Castellanos Reyes, D., Duan, S., Ud Duha, M. S., **Fiock, H.**, Long, Y. (January 21, 2022). *Instructors' conceptualization and implementation of scaffolding in online higher education courses*. Presentation at Purdue University, Career and Technical Education Research Seminar, West Lafayette, IN.

c. Practitioner Focused Presentations

- 1.^***Fiock, H.**, McKenzie, G., Eccles, J. (2021, February 23). Universal design: Approaches for supporting diverse learners. Webinar. SON Office of Student Affairs & Diversity and HealthE STEPS Nursing Workforce Diversity.
- 2.Castellanos Reyes, D., **Fiock, H.**, & Yang, M. (2021, January 28). II Digital Tool Showcase. Virtual Forum, Purdue Association of Learning Design and Technology (PALDT).
- 3.^***Fiock, H.**, McKenzie, G., Benner, P., McNiesh, S., & Chan, G. (2020, October 21). Creating a Community of Inquiry in Online Learning. Virtual Forum, HealthImpact.
- 4.*Wilhelm, I., **Fiock, H.**, Magruder, E., & Waltzer, L. (2020, August 11). Preparing Instructors for an Uncertain Fall. Virtual Forum, The Chronicle of Higher Education.
- 5.^#Garcia, H., & **Fiock, H.** (2019, February). Effective feedback practices. Practices that promote social presence online. In STAR Symposium. Symposium connected at the Minnesota Online Quality Initiative Conference, virtual conference.
- 6.Watson, W. & **Fiock, H.** (April, 2018). The design and implementation of a digital-badges and competency-based program for online ID masters students. Presentation for Research Seminar - Career and Technical Education, West Lafayette, Indiana.

d. Grant Review

- 1.(2018). BAA Grant Reviewer: Reading and scoring DoDEA Grant applications.

e. Practitioner Focused Articles

- 1.^*#**Fiock, H.** & Garcia, H. (2019, November). How to give your students better feedback with technology. The Chronicle of Higher Education.
<https://www.chronicle.com/article/how-to-give-your-students-better-feedback-with-technology/>

2. ***Fiock, H.** (December, 2020). [Leveraging Learner And Course Evaluation Data](#). eLearning Industry.
3. ***Fiock, H.** (March, 2018). [7 Keys for Successfully Updating Online Courses](#). eLearning Industry.
4. ***Fiock, H.** (December, 2016). *10+ Examples of Responsive E-Learning Courses Built in Rise #153*. E-Learning Heroes, Articulate Global, Inc. <https://community.articulate.com/articles/examples-of-rise-responsive-elearning-courses>
5. *#Purdue Repository for Online Teaching and Learning (PoRTAL) Digital Repository. (2018).
 1. [Accessibility 101](#)
 2. [Syllabus for Online Teaching Considerations](#)
 3. [Readiness to Teach Online](#)