

Suzanne Ensmann

Curriculum Vitae

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Associate Professor, Instructional Design and Technology - Fall 2023 - Present

IDT Program Coordinator - Fall 2022 - Present

Faculty Advisor - Fall 2018 - Present

Assistant Professor - 2017 - 2022

Instructional Design and Technology M.S. Program | Education Department |

College of Social Science Math and Education | The University of Tampa

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

Publications

Peer-Reviewed Articles

Ensmann, S., Mullins, A. (in review, spring 2026). Investigating serious game design effectiveness: Computer-based versus virtual reality. *International Journal of Serious Games*.

Ensmann, S. (In review, spring 2026). The social and gameful experiential (sage) approach to learning: Advancing self-regulated learning and higher order thinking. *Computers in Education. Based upon:* [Link](#).

Ensmann, S., Whiteside, A. (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), 22-45. <https://doi.org/10.24059/olj.v26i3.3340>

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. <https://doi.org/10.24059/olj.v25i3.2868>

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 is the official journal of the United States Distance Learning Association (USDLA). This special issue grew from a call for the Association for Educational Communications and Technology (AECT) educators to journal global experiences and observations of the teaching and learning experience during a worldwide pandemic, 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. In Hokanson, B., Exeter, 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

Whiteside, A. L., Ensmann, S. Y., Gomez-Vasquez, L., Sturgill, R. (anticipated submission, summer 2024). Introducing the ACCEPT emergency remote learning framework. *British Journal Of Educational Technology*. [In prep](#)

Whiteside, A. L., Ensmann, Little, K. (anticipated submission, fall 2024). Stepping Away from Traditional Discussion Boards to Cultivate Learning Communities, Create Connections, and Learn Together. Chapter in *More Gamification in Higher Education: Nurturing Students' Critical Thinking Skills*. Routledge.

Ensmann, S. Y., Sturgill, R., Whiteside, A. L., Gomez-Vasquez, L. (anticipated submission, fall 2025). *Then and now: Tracking the impact of COVID-19 through wearable technology*. *Journal of Educational Change or IJER, TBD*. [In prep](#). (OR [DOAG](#) - open-no charge.)

Published Conference Proceedings/Abstracts

Comstock, K., Dao, D., Ensmann, S., Kim, N., Kotcherlakota, S., Rand, A, (2025, March 19). *Artificial Intelligence in Education: Ethical, Practical, and Policy Perspectives for the Future of Teaching and Learning*. Proceedings for the Society for Information Technology & Teacher Education International Conferences. Retrieved April 30, 2025 from <https://www.learntechlib.org/primary/p/224019/>.

Ensmann, S. (2024). *Rights Quest: A Game for Child Rights Awareness*. Proceedings for the 18th European Conference of Game-Based Learning. [Link](#)

Ensmann, S. (2024). *A Game Designed for Pro-Social Change: A Way Home!* Proceedings for the Society for Information Technology & Teacher Education International Conference, pp. 676-680. Published by the Association for the Advancement of Computing in Education (AACE). Las Vegas, Nevada, United States. Retrieved May 26, 2024, from <https://www.learntechlib.org/primary/p/224019/>.

Ensmann, S. (2024). *Game on! Using the Social and Gameful Experiential (SAGE) Approach to Learning to Embrace AI*. Proceedings for the Society for Information Technology & Teacher Education International Conference, pp. 2036-2038. Published by the Association for the Advancement of Computing in Education (AACE). Las Vegas, Nevada, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 26, 2024, from <https://www.learntechlib.org/primary/p/224255/>.

Ensmann, S. (2024). *Unlocking the Metaverse Experience: Guiding Learners Through Initial Steps Propels*

Them Towards Engaging Exploration. Proceeding for the Society for Information Technology & Teacher Education International Conference, pp. 1254-1255. Published by the Association for the Advancement of Computing in Education (AACE). Retrieved May 26, 2024 from <https://www.learntechlib.org/primary/p/224128/>.

Ensmann, S., Whiteside, A.L. (2023). *Impacting Student Learning Using a Community-Building Discussion Platform Designed with Social Presence and Gameful Engagement*. The Annual Proceedings. Volume #1. AECT, 36-56. [Link \[Actual publication\]](#)

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). [Link](#)

Industry Publications

Whiteside, A. L., Ensmann, S. Y. (2023). Leveraging Yellowdig to foster motivation, engagement, and cognition. [The Teaching Professor](#).

Wilson, A., Almerico, G., Johnston, P., Ensmann, S. (2019). Educational Leadership EDA Technical Guide. [© 2019](#).

Ensmann, S., Johnston, P., Almerico, G., Wilson, A. (2019). DOL Technical Guide. [© 2019](#).

Ensmann, S.Y. (2012, May 3). [FATDEC and Face-to-Face Learning](#). Florida Literacy Blog.

Ensmann, S. (2011, November 1). *Technology and playing games*. [Florida Literacy Blog](#).

Awards and Honors

2025 Society for Information Technology & Teacher Education. *Outstanding Poster Award for study Bridging the Gap: AI and Gamification in Modern Instructional Design*.

2024 Accepted for European Game Competition. [Application](#)

2023 The University of Tampa. *Tenure and Promotion to Associate Professor*.

2022 The University of Tampa. *Sabbatical Leave 2023-2024*.

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

- 2024-2025 Faculty International Professional Development Grants. *Rights Quest*. (\$3,269 awarded to present in Denmark).
- 2023-2024 The University of Tampa Research Innovation and Scholarly Excellence Award. *A Game Designed to Affect ProSocial Change*. (\$9,001 awarded).
- 2022 The University of Tampa Undergraduate Research and Inquiry Grant (awarded by Undergraduate Research and Inquiry Committee), with lead writer Aimee Whiteside.
- 2021-2022 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.
- 2019-2020 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).

Presentations

Invited Talks / Presentations

- Comstock, K., Dao, D., Ensmann, S., Kim, N., Kotcherlakota, S., Rand, A, (2025, March 19). *Artificial Intelligence in Education: Ethical, Practical, and Policy Perspectives for the Future of Teaching and Learning*. [This panel explores the transformative role of AI in education through the lenses of assessment automation, ethical integration, and policy development in higher education. With insights from experts in assessments, ethics, and policy, this session will offer audience members an understanding of both the benefits and challenges that AI brings to higher education, as well as how educators can transform teaching and learning through AI. Panelists will present unique viewpoints and engage in a dynamic discussion with the audience to address the impact of AI on inclusivity, privacy, and effective instructional design, ultimately providing a roadmap for responsible AI adoption in education.] Society for Information Technology and Teacher Education (SITE) conference, Orlando, Florida.
- Ensmann, S., Whiteside, A.L. (contributing author to study) (2023, January 12). *A Social And Gameful Experiential (Sage) Approach To Increase Learner Engagement And Foster Self-Regulation*. [Invited as a guest speaker, this presentation addresses how instructors craft safe spaces for learning communities that seamlessly promote connectedness and course engagement outside the physical classroom. This one-year exploratory study completed at a mid-sized private university uses a social and gameful experiential (SAGE) approach to increase learner engagement and foster self-regulation. Interdisciplinary faculty explored the potential for a unique community-building discussion platform that uses a gamified social media-like platform to encourage self-regulation (Zimmerman, 2008) and motivate learners (n=103) 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, one such 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.] Learner Engagement Summit.

Virtual. [Link. Transcript.](#)

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 a guest speaker, showcased a study through the lens of disruptive innovation theory that explores student engagement with a tool called Yellowdig. Using the Electronic Learning Satisfaction Survey (eLss) 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. [Recorded video.](#)

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

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.

Ensmann, S.Y. (2016). [Keynote Commencement Speaker](#). Indian River State College High School Commencement Ceremony. Fort Pierce, FL.

Ensmann, S. (2015) Keynote for *Don't Power Down Education*. Mississippi Community College.

Ensmann, S.Y. (2013). Safe Space and Domestic Violence. Keynote for Safe Space Charity Dinner. Harbor Ridge, Port St. Lucie, FL.

Ensmann, S.Y. (2013). Listen to the Children. Child's Cry for Help Charity Luncheon. PGA Village, Port St. Lucie, FL.

Ensmann, S.Y. (2012). Don't Power Down Education. Mississippi Community College Board Summer Conference. Jackson, MS.

Ensmann, S.Y. (2012). Don't Power Down Education. Mississippi Community College Board Summer Conference. Natchez, MS.

Ensmann, S.Y. (2012). Don't Power Down Education. Literacy Information and Communication System Conference. Jacksonville, FL.

Ensmann, S.Y. (2011). Keynote Commencement Speaker. Renaissance Charter School Commencement Ceremony. Port St. Lucie, FL.

Ensmann, S.Y. (2008). *Change Management: Play to Learn*. Adult Community Educators of Florida. Weston, FL.

Ensmann, S.Y. (2006). *e-Learning: Anytime. Anyplace*. Indian River State College, Florida.

Peer-Reviewed Conference Presentations

Ensmann, S., Wadadekar, R., (2025, March 19). *Bridging the Gap: AI Integration and Gamification in Modern Instructional Design*. [This poster showcases that gamification, the integration of game elements into educational and training environments, has gained popularity for enhancing learner engagement and motivation. By combining gamification with Artificial Intelligence (AI), this instructional strategy has the potential to transform learning experiences, making them interactive and personalized. Three prominent themes in the literature suggest that AI contributes to adaptability, personalization, and immersion in game-based learning (GBL). Despite its potential, a gap exists in the literature, particularly in the need for studies on the effects of adaptive gamification on student engagement, a standard AI integration framework, and educational preparation to support this evolving technology. Using a survey distributed to participants with experience in instructional design, researchers explore how AI is used to gamify instruction, identify the resources needed to create these learning experiences, and highlight the significant challenges in creating AI-driven gamified experiences. As AI continues to reshape education, further exploration is essential to fully understand its long-term impact and potential in gamified learning environments.] Society for Information Technology and Teacher Education (SITE) conference, Orlando, Florida.

Ensmann, S. Y. (2024, October 4). *Rights Quest: A Game for Child Rights Awareness*. [The video game "A Way Home!" serves as a dynamic tool for imparting knowledge and promoting pro-social change by raising awareness of children's rights, as outlined in the United Nations (UN) Convention on the Rights of the Child (CRC) treaty ratified by all countries except the United States. The game, developed through a collaborative effort involving faculty and students, utilizes a virtual reality (VR) experience to create a 3D immersive experience to disseminate crucial knowledge about children's rights and the need for ratification.] 18th European Conference on Game Based Learning (EGBL), Aarhus University, Denmark.

Ensmann, S. Y. (2024, March 27). *Game for Pro-Social Change: A Way Home!* [There is ample opportunity for pro-social change in society. This proposal reports on the lessons from developing a 3-D video game to impart knowledge and transfer learning to promote pro-social behavior. The content of this game's instruction is focused on international law, specifically the Convention on the Rights of the Child (CRC) treaty. This game aims to offer the experience from a first-player perspective to impart empathy to change attitudes using the treaty as a road map. Gaming has been used to educate about former U.N. treaties (Pacheco, Motloch, & Vann, 2006). The European Union Commission, EUROPA, created web-based free games to inform children about their rights in countries ratifying the CRC (Europa, 2011). No game exists yet to educate adults about this treaty and the countries that have not ratified it. This game will fill that gap. The significance of using the game to disseminate information may be seen in serious games (Michael & Chen, 2006; Cody, Ritterfeld, & Vorderer, 2009; Peng, Lee & Heeter, 2010; Ratan & Ritterfeld, 2009) such as *Darfur is Dying*, which teaches about injustices in Sudan and has been downloaded over 2.5 million times (Jones, 2008). According to Squire (2022), "Such tools appear likely to proliferate as big technology companies invest in virtual reality, the metaverse, or other game-based approaches, and it will increasingly fall on educators to discern carefully how they might be employed to support learning best" (p. 13).] Society for Information Technology and Teacher Education (SITE) conference. Las Vegas, Nevada.

Ensmann, S. Y. (2024, March 27). *Game On! Using the Social and Gameful Experiential (SAGE) Approach to Learning to Embrace AI*. [Applying SAGE focused on gameful strategies used in a master's program at a southeastern university, results suggest improvement in learner satisfaction, cognition, and self-regulation. Hands-on activities transform learning as guests can play-to-learn on a social platform using strategies offered to scholars to embrace AI to win (or lose) the game (while still learning)!] SITE conference. Las Vegas, Nevada.

- Ensmann, S. Y. (2024, March 27). *Unlocking the Metaverse Experience*. [According to Logeswaran (2021), there is a critical need to provide access to realistic learning experiences in post-COVID education. Introducing the metaverse to graduate-level scholars in an instructional design and technology program seemed logical. Lazer suggests, "Students, faculty, and staff with disabilities at universities have faced many digital accessibility barriers during the COVID-19 pandemic. While the legal requirements for digital accessibility at universities are clear, the mechanisms for managing digital accessibility are not yet well established" (2022). Unraveling the process to make this a reality for one graduate-level program, we unpacked the virtual reality (VR) headsets (Meta Quest 2) to offer Master students in an instructional design and technology program the experience of environments they could now create from a three-dimensional perspective.] SITE conference. Las Vegas, Nevada.
- Little, K., Petty-Kane, C., Whiteside, A. L., Ensmann S. (2023, February 11). *Exploring Student Satisfaction in an Online Community with a Gamified, Social Media-Like Instructional Approach*. [This poster showcases an interdisciplinary study exploring the student experience with Yellowdig, a gamified social engagement discussion board. Yellowdig offers gamified elements that encourage students to connect and interact with each other and the course content. This research team collected data using Qualtrics questionnaires with closed and open-ended questions administered to undergraduate and graduate students across eighteen courses at the University of Tampa. Additionally, observational data and course artifacts were collected from consenting students. Through the lens of disruptive innovation theory, whereby this discussion board disrupts traditional learning, our initial findings suggest that instructors may leverage Yellowdig to foster engagement, course satisfaction, and critical connections] Florida Collegiate Honors Conference, Orlando, Florida.
- Whiteside, A. L., Ensmann, S. Y. (2022, November 1-3). *Student Reactions to Yellowdig and How Instructors Can Leverage Them for Learner Satisfaction, Self-Regulated Learning, and Cognition*. [Researchers explored student experiences in Yellowdig in twenty courses from January 2021 to the present using validated inventories and thematic analysis. Data suggests that instructors can leverage Yellowdig to increase learner satisfaction, social presence, self-regulated learning, and cognition.] Online Learning Consortium Accelerate Online Conference.
- Ensmann, S. Y., Whiteside, A. L. (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? 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, and 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 a large body of literature is 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 using social media platforms for professional development helpful. 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 encourage 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 faculty and students.] Social Media Marketing Institute Symposium 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. This session aims to address 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!] 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 disruptive 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 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 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. This session aims to address the impact of COVID-19 on teaching and learning. It also involves brainstorming the following 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.Y. (2015). Start Your Engines! Time to Just-Do-It with Google! Indian River State College Professional Development. Fort Pierce, FL.
- Ensmann, S.Y., Thompson, J. (2015). Promoting Wellness in Distance Learning. United States Distance Learning Association® Conference, St. Louis, MO.
- Ensmann, S.Y. (2015). iCivics: Time to Play and Learn! United States Distance Learning Association®

Conference, St. Louis, MO.

Ensmann, S.Y. (2015). Get Fit to Persist: Wearable Technology to Support and Measure the Effects of Physical Activity on Educational Persistence. AECT international conference. Indianapolis, IN.

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.

Ensmann, S.Y. (2014). FREE Games for Teaching, Empowering, and Building Leaders of Tomorrow. National Career Pathways Network Conference. Orlando, FL.

Ensmann, S.Y. (2013). When Technology Doesn't Work! Make it a teachable moment! Florida Career Pathways Conference. Jupiter, FL.

Non-Peer Reviewed Presentations

[2016](#) - Running with a Purpose Leadership Team

[2013-2015](#) - Ensmann's Presentation

University and Departmental Presentations

[2025 Work-Life Balance with VR: SAGE-FIT approach](#)

[2023 Accessibility Week Universal Design](#)

[2023 Canvas Migration Canvas Tips to Offer Students Navigation Support](#).

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

2021 Upgraded the 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*.

Teaching

I am an Associate Professor in the College of Social Science, Mathematics, and Education at The University of Tampa, where I teach in the 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. They were reviewed and approved by the Online Teaching and Learning Community (OTLC) faculty. The following courses with an asterisk also represent new prep.

Hybrid Approved (Courses with images below them have been migrated to Canvas.)

- [Introduction to Instructional Design EME601 \(core\)*](#)
EME_601-1_FA_2022
EME_601-1 Introduction to Instructional Design
- [Inquiry and Measurement EME603 \(core\)](#)
EME_603-1_FA_2022
EME_603-1 Inquiry and Measurement
- [Introduction to Distance Learning EME605 \(elective\)](#)
- [Design of Online Collaborative Learning EME606 \(elective\)*](#)

EME_606-1_SP_2023

EME_606-1 SP23 Design of Online Collaborative Learning

- [Media for Instruction EME612 \(elective\)](#)

EME_612-1_S1_2022

EME_612-1 Media for Instruction

- [Introduction to Program Evaluation EME640 \(elective\)*](#)

EME_640-1_SP_2023

EME_640-1 SP23 Introduction to Program Evaluation

- [Management of Change EME642 \(elective\)*](#)

Other courses taught 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 \(elective\)](#)

EME_610-1_SP_2023

EME_610-1 Trends and Issues in Instructional Design and Technology

EME_660-1_SP_2023

EME_660-1 Seminar in Instructional Design

EME_661-1_SP_2023

EME_661-1 Advanced Seminar in Instructional Design

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

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

RESTORE_EME607-M-2019-FA

EME607: INTR INSTRUCT GAMES SIMUL SYLL

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 \(elective\)](#)
- [Principles of Learner Motivation EME611 \(elective\)](#)
- [Development of Multimedia Instruction EME 630 \(elective\)](#)
- [Introduction to Instructional Games and Simulations EME607 \(elective\)](#)
- [Performance Systems Analysis EME644 \(elective\)](#) approved by the Department and Dean

Service

Service to Profession

Ensmann, S. (2024) Speak with Morehead State graduate students during the summer term.

Ensmann, S. (2023). Peer reviewer for the *Journal of Computing in Higher Education (JCHE)*.

Ensmann, S. (2023) Speak with Morehead State graduate students during summer term.

Ensmann, S. (2022). Peer reviewer for the *Journal of Research on Technology in Education*.

Ensmann, S. (2022). Peer reviewer for *Computers and Education*.
Ensmann, S. (2022) Speak with Morehead State graduate students during the summer term.
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. (2021) Speak with Morehead State graduate students during summer term.
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 on focusing 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

Problem Solving Institute for CSSME 2025-2026
Invited Marshal for Commencement Ceremony 2025 spring and fall
Graduate Council 2022-Current
Sabbatical Committee elected 2023-2025
Instructional Technology Committee (ITC) 2021-2023
Online Teaching and Learning Committee 2018-2021

Departmental and University Service

T&P committee 2024-2025
Chair of Graduate EdL, C&I, IDT Committee 2024-2025
Graduate EdL, C&I, IDT Committee 2022-Current
IDT MS Coordinator appointment 2022- Current
Department of Education 2017- Current
Chair of Search Committee for IDT Tenure Track Professor Position Fall 2023
Chair of Search Committee for IDT Visiting Professor Position Spring 2023
Chair of Search Committee for IDT Tenure Track Professor Position Aug. 2022 through Spring 2023
Co-Chair of Search Committee for IDT Visiting Professor Position Spring 2022
Volunteered to Chair Graduate Committee Fall 2022-Spring 2023
Department of Education Graduate Committee 2018-2023
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.

- 2023: Supported undergraduate students Kelsey Little and Caroline Petty-Kane in the Florida Collegiate Honors Conference in February 2023 in Altamonte Springs with Dr. Whiteside.
- 2022: Supported Kelsey Little, Amrita, and Chloe in the CSSME Undergraduate Research Conference in 2022 with Dr. Whiteside.
- [Service Learning Projects](#)

Media Coverage

2025: [The UT Journal Spring 2025 Faculty Focus](#), p. 6.

2024: [Between the Palms p. 6](#) Fall “**SUZANNE ENSMANN**, associate professor and graduate coordinator for the M.S. in Instructional Design and Technology program, presented a VR game she developed at the 18th European Conference on Game-Based Learning at Aarhus University in Denmark...”

2023: [The University of Tampa - M.S. in Instructional Design and Technology](#)

2023: [The UT Journal](#) Fall 2023. [Ensmann’s segment](#)

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. 8).

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.

2013. [Five Minutes with Suzanne Ensmann, Luminaries](#)

Related Professional Skills

Academic Products

2024 Ensmann, S. [A Way Home! Rights Quest Virtual Reality app](#). VR app. June 10, 2024.

2020 Ensmann, S. [Play to Learn English Version I Online Training](#). OER.

2020 Ensmann, S. [Teacher Guardian Guide to Play to Learn English](#). OER.

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 and EDA Refresher Digital Training](#) Copyrighted.

Professional Memberships/Affiliations

International Game Developers Association (IGDA) - Current SIGs:

- IGDA Child Safety SIG
- IGDA Neurodivergent in Games SIG
- IGDA Game Education SIG
- IGDA WIG+ SIG (Women in Games Plus)
- IGDA Serious Games SIG

Online Learning Consortium (OLC) - Current

Association for Educational Communications and Technology (AECT) - Current

United States Distance Learning Association (USDLA) - Current

International Society for Technology and Education (ISTE) - Current

Indiana University Alumni - Current

iCivics Ed. Network - Current

Pi Lambda Theta Honor Society
