STEPHANIE L. MOORE, PH.D.
University of New Mexico ● Organization, Information, and Learning Sciences
stephaniemoore@unm.edu ● 505.277.0484 ● Zimmerman Library 236-A

Selected Highlights:

- Editor-in-Chief, *Journal of Computing in Higher Education* (Impact factor: 1yr – 1.870; 5yr – 2.463)

- *Assistant Professor in Organization, Information and Learning Sciences* at the University of New Mexico. Teaching courses on adult learning, performance improvement, and online learning; advising students in certificate, Master's and Doctoral work; on-going work on research projects.

- *Barbara Bush Foundation Fellowship* – evaluating learning technologies for adult literacy ($150,000). This project will focus on an evaluation of learning technologies for adult literacy and efficacy research on apps developed in support with the Barbara Bush Foundation. This research will include a meta-analysis of existing interventions, fidelity and implementation research generating an innovation configuration map, and recommendations to foundations on strategies involving learning technologies.

- *US Speakers Program, United States Department of State* – engage and consult with foreign audiences through the State Department and foreign embassies on effective online and blended learning, educational technology, accessibility for online, and performance improvement.

- *PI, Office of Personnel Management Federal Human Resources Institute – Curriculum Development, Evaluation, and Performance Certification* ($237,563 – Stage 1 funding). Presently in Stage 1 of a multi-stage process working with OPM on their development of eight curricula for federal human resources employees. Primary focus is on quality through research-based practices, assessment of learning and performance that can lead to certificate, integration of innovative practices (e.g. simulations, virtual or distributed practicum), and evaluation. Comprehensive proposal was approved by OPM, awarding is in stages – anticipate 2.5-3 more years of continued funding that is expanded to include student opportunities.

- *Previous: Assistant Professor and Program Area Manager for Instructional Design & Technology at the University of Virginia Curry School of Education and Human Development* – taught courses on instructional design; performance improvement; online and blended learning; ethics for educational technology; multimedia learning and materials design; instructional technology literacy and decision making. Teaching evaluations are very high, above the average at Curry, and feedback from students is very strong. Lasting Legacy Honoree, a student-led recognition of faculty. Adviser for students in the IT emphasis area certificate, M.Ed., Ed.D., and Ph.D.

- *Casteen Teaching Fellowship from the Institute for Practical Ethics and Public Life* ($7000) – redesign and study of a course to integrate ethics into the instructional technology curriculum; anchored in the framework of "reflective practice;" class explores how systems theory and cultural studies help us evaluate educational technologies and their impact, how systems behave to influence technological adoption, how culture and context shape technologies and learning, what the ethical considerations are, then translate these insights into design, selection, and implementation of educational innovations.

- *A Pilot Analysis of School Division Needs to Develop and Implement Teacher-Leadership Microlearning Structures* ($10,000) - use of the performance improvement framework, including the concept of performance supports generally and microlearning specifically, to help address needs related to ongoing learning and support for novice teachers, in particular in moderate or small divisions that may not have resources like larger divisions; involves conducting a needs and gap analysis across multiple contexts to identify common themes as well as unique needs and develop a targeted intervention around new teacher induction (preliminary focus based on the data is on mentoring and feedback)

- *EdTech Efficacy Research Academic Symposium.* Research Lead for working group on The Role of Efficacy Research in Higher Education Decision Making. Symposium featured ten separate working groups on efficacy research in K-12, higher education, educational technology product development and investment, teacher preparation, and other aspects of the educational technology ecosystem.

- *Curry Online.* Coordinated planning and development across programs to deliver the first-ever online degrees offered at the Curry School. Established in-house research-based standards and scorecard for courses. Conduct summative and formative evaluation of the process. (Recent rankings - #3).

- *Preparation for Energy and Power Careers (PEPC).* Army Distributed Learning (ADL) project to create an online engineering and mathematics course for returning service members, aligned with the U.S. Department of Energy (DoE) Energy Literacy Principles and Energy Competency Model. Integrated Understanding By Design (UBD), Universal Design for Learning (UDL), and Evidence-Based Design (EBD) into one framework and template to guide module development and served on a three-member evaluation team to conduct formative and summative evaluation on the project and provide the final written report.

- *Undergraduate Distance Education in Engineering.* One of the co-architects for Engineers PRODUCED in VA, which makes UVa's Engineering Science degree available to learners in rural Virginia communities where engineering education is currently unavailable, a collaboration between UVa and the Virginia Community College System. Forthcoming report on longitudinal data and increasing access to engineering education in "engineering education deserts."

- *External Evaluator for Engineering Credit / Collaborator in Defining Engineering Design for K-12.* One of many collaborators from University of Virginia, University of Maryland, the College Board, National Science Foundation, Morgan State University, Project Lead the Way (PLTW), Maker Spaces, and other community colleges and universities to lay the foundation for an AP in Engineering class in high schools around the country and work with the ASEE Council of Deans for credit acceptance for an AP course in engineering. I participated in this project over many years in a variety of capacities from teams working on defining the design process and refining a rubric for evaluating engineering portfolios to summarizing stakeholder perspectives on barriers and solutions for AP credit to creation of an online class for veterans wanting to develop careers in engineering and energy.

- *Assessment Coordinator for Colorado Department of Education.* Conducted analyses of student assessment and school performance data and school change data specifically related to K-3 literacy (under the Reading First funding initiatives). Conducted professional development for teachers and leadership on use of assessment data for instruction and planning, and oversaw the migration of face-to-face training on assessment practices for teachers and leaders to an online format.

- *Lead Instructional Designer for National Center on Low-Incidence Disabilities.* Developed online Master's programs in areas of low-incidence disabilities (e.g. Blindness / Low Vision, Deafness / Hardness of Hearing, Severe Disabilities); created resources and clearinghouses for parents, teachers, and researchers working with children with disabilities. These programs and many of these resources are still widely used today (the programs are among the top-ranked online programs in education, and some tools I created like the "Pop-up IEP" are still in wide use today). After my time at NCLID, they later contracted me to create a tutorial on Universal Design for Learning. This was the #1 result on Google for "UDL tutorial" until we had to relocate it in 2016, thus changing the URL and therefore our Google ranking.
  - Our team received the AACTE Innovation of the Year Award in 2001 for an asynchronous course design applying cognitive apprenticeship and scaffolded case studies

Education:

Year	Degree	Institution	Area of Study
1996	Bachelor of Arts *with Honors*	Oklahoma Baptist University Shawnee, OK	English, French minor

Outstanding Language & Literature Student

Year	Degree	Institution	Area of Study
2000	Master of Arts	University of Northern Colorado Greeley, CO	Educational Technology

Dean's Citation for Academic Excellence

Year	Degree	Institution	Area of Study
2005	Ph.D.	University of Northern Colorado Greeley, CO	Educational Technology

Minor: Statistical Research Methods
Emphases: Instructional Design, Distance Education, Change & Technology Integration

Experience:

Year(s)	Institution/Organization	Position
2020 – Present	University of New Mexico	Assistant Professor (TT), Organization, Information, and Learning Sciences (Starting Aug. 2020)

- Primary responsibilities will be research, teaching and service. Research will be a continuation of current projects as well as initiation of new research projects. Teaching will focus on graduate-level classes on adult learning, performance improvement, and online learning. Service will include advising students, supporting program development, university and community collaborations, editorial leadership of a research journal in the field, service to professional associations, and other forms of service.

Year(s)	Institution/Organization	Position
2013 – 2020	University of Virginia, Technology	Assistant Professor (NTT), Instructional
	Curry School of Education and Human Development	Program Area Manager (as of Aug. 2015)

Assistant Professor (General Faculty), Program Area Manager of Instructional Technology

- Program management responsibilities such as curriculum planning and development, identify market opportunities, student support and advising, communications and information dissemination
- Teach classes on topics including: **Online and Blended Instruction; Performance Improvement; Learning Systems, Technology and Culture; Instructional Design; Instructional Materials Production** and **Courseware Tools**
- Advise Master's and doctoral students including Ed.D. and Ph.D. students; assist students with degree planning; evaluate comprehensive exams (Master's), preliminary exams (doctoral), qualifying papers (doctoral) and capstone or dissertations defenses (doctoral)
- Co-chaired four doctoral committees to-date, served on four others

Current & Prior Service (School / University)
- Chair, Curry Technology Advisory Committee (2017-18); member - present
- Member, Teaching & Learning Technologies Committee (2016 – present)
- Chair, Curry Course and Program Review Committee (2015-16); member 2014-15
- Member, Online Learning Task Force (2016) – vision and operational recommendations for online at UVa

- Member, Academic Access Advisory Group (Provost's Office; focuses on academic accessibility to inform policy, planning, infrastructure, and review of technologies) (2014-2016)
- Chair, Search committee for Academic Accessibility Coordinator (2012-13, Provost's Office)

State and National Service:
- Editor-in-Chief of *Journal of Computing in Higher Education*
- State Council of Higher Education for Virginia (SCHEV) Faculty Working Group on Learning Analytics (collaboration with JMU, ODU, William & Mary, and UVA)
- Guest talks and workshops for VSUP (now VASCL) on effective online and blended instruction
- President and Past-President of AECT Foundation (honored to receive some service awards from AECT for this work)
- Contributing Editor for *Educational Technology Research & Development*
- Reviewer for AECT, AERA, and ISPI (conferences and awards nominations)

Director of Online Initiatives (2013-2017)
- Led the roll out of first-ever fully online Master's program offered by Curry which exceeded enrollment targets in Year 1 and is continuing to grow and surpass targets in Year 2 (currently ranked #3 by US News & World Report)
- Coordinated planning across programs and departments to construct a cohesive suite of online curricula and offerings (programs, certificates, and stand-alone options) reflecting multiple pathways for various markets
- Established quality standards for all online courses reflecting effective practices and processes for development and instructional quality; these standards have been further developed into an evaluation scorecard used to evaluate courses to identify outstanding practices and areas for improvement. The standards include specific attention to accessibility of the learning environments and learning materials.
- Developed the supports and infrastructure / linkages with existing infrastructure for beginning-to-end student experience from application to admissions, enrollment, active studies, and graduation. Examples of these supports include front-end information and supports for application; welcome packets and orientations; handbooks; integrated resources and support tools in information repositories and online course templates; an online student community with information, resources and networking tools; and informal / social technologies and events
- Developed the supports and infrastructure to support online instructors including full-time faculty and adjuncts with specific attention to fleshing out the communication and support channels for a growing population of adjuncts. Examples include regular communication cycles and standard emails with new adjuncts; a flexible template for online courses to create consistency across course interfaces; on-going workshops and sessions (live, online) on pedagogy, tools, updates, and practice sharing; needs assessments to inform gaps and continuous improvement; an online community with resources that cover onboarding, first-time teaching, and advanced design considerations with videos, resources, and local examples.
- Coordinated direct support across various existing resources (in some cases reassigning existing staff) to create a support network for instructional development, tech support, instructional support, and student support (this includes both local and central resources)
- Established regular evaluation cycles with feedback going to instructors and program coordinators as well as annual and periodic school-level evaluations on

instructor needs and student perceptions of their online learning experiences to inform system-level needs and improvements
- Work regularly with other parts of the school and university to identify new market opportunities, articulate strategic directions for the university, identify system-level technology gaps and needs, test templates and technology options, develop standards, and inform procurement processes and university-wide policies

| 2008 – 2013 | University of Virginia, School of Engineering and Applied Science (SEAS) | Director, Engineering Instructional Design Department of Engineering & Society (Affiliated faculty – Instructional Technology, Curry School of Education) |

Primary activities included:
- Development and evaluation of first-ever distributed undergraduate degree in engineering, including delivery of labs at a distance and development and testing of innovative solutions particular to STEM domain; this program is specifically targeted to rural communities through community college and business partnerships to connect students to two-year and four-year degree opportunities as well as internship or co-op work experiences while they complete their degree.
- Coordinated curriculum across two-year engineering programs around the state with UVa's four-year program so students could directly transfer to UVa to complete their Bachelor's degree with no gaps between the community college and university. Also coordinated resources across UVa and community colleges to create remote labs that could be used *both* for their first two years of study at the colleges and for their last two years of remote study at UVa.
- Established standards and the technology platform for delivery of online engineering courses (third- and fourth-year courses for B.S. in Engineering Sciences with emphases in Mechanical, Electrical, and Mechatronics). Continually tested and refined the technology infrastructure (this was a largely synchronous online model using live video conferencing via Blackboard Collaborate). Worked with faculty across departments and at the community colleges to develop online courses for this format. Worked with UVa's IT department to establish the university's first online learning platform.
- Early-stage data shows high retention and completion rates for students entering our program as well as average GPA consistent with or higher than the average GPA for traditional UVa undergraduates. Related responsibilities include designing online and blended learning infrastructure to support the classes, including design of engineering education research and development of learning space in a brand new building (completed Fall 2011) and architecting the program's evaluation process including application of a performance dashboard and visualization for weekly review of performance (tied to some research and publications). This program won a recent regional award for service to rural Virginia.
- Systemic evaluation of the program including course, program, and external level results that include student performance, retention, job placement, and satisfaction indices, and (3) assessment of learning and performance in a simulation in informal applications, including analysis of behavior and analysis of design solutions as indicators of "design cognition."
- Participate in several joint collaborations and committees within UVa and externally to promote STEM education, distance education and related policy issues. These include:
    - Member of the Engineering Education Committee (joint between SEAS and Curry School of Education)

- Member of the Curry Library Innovations Commons (university-wide focused on revamping traditional spaces into active and distributed learning spaces)
- Member of UVa's Teaching & Learning with Technology Committee (focused primarily on university-wide infrastructure for distance and distributed learning)
- Participant in ASEE's "Beginning the Dialogue on K-12 Engineering Education" workshop with invited participants to shape research, policy, and development agendas

- Directed activities to support online at SEAS coordinating graduate students to build a distributed community of learning and practice for undergraduate engineering students, needs assessment of STEM learner needs in rural Virginia community colleges, instructional and assessment strategies for teaching cultural/global competency, and development of a performance dashboard and visualization of information.
- Taught STS 1500 "Engineering the Future – A Global Perspective" – a course that was traditionally offered in a classroom format that I re-designed for online, trans-national collaboration. Through a collaboration with Technishe Universität, Dortmund, Germany, we offered a live online course in which students from UVa and TU Dortmund were part of the same class participating in discussions, projects, and a simulation on nuclear engineering, ethics and decision making together. The course emphasizes core STS concepts such as systems thinking, socio-technical systems analysis, and professional ethics. We further underscored cultural competency by having them study each others' cultures (including engineering cultures), exploring differences in perspectives on various technologies, and participating in a virtual simulation in which they had to work in various stakeholder groups to arrive at a decision about two nuclear power plants (one in Virginia, one in Germany) which highlighted cultural and contextual factors that impact decision making.
- Co-taught **STS 2500 – "Megacities and Sustainability"** with Environmental Engineering colleague; this class was selected for the Jefferson Scholar's Series offered in Hong Kong in which students from UVa and universities across Asia studied together at Hong Kong University of Science and Technology using systems theories to analyze megacities and major sustainability needs and discuss systemic pressure / tension points in how these complex needs are addressed
- Grant-supported initiative to develop a simulation of energy systems and grid for both formal and informal learning purposes, (co-PI on NSF Grant EEC #1136205 – Research Initiation Grant: Investigating the use of Simulation and Gaming in Sustainable Energy Education).

2013 – 2015   George Mason University   Adjunct Faculty
Revised and taught an online course on **Universal Design and Accessibility** – adaptation of existing course to focus more on instructional design themes of UDL and accessible design. This has been a deeply meaningful course for me and the students – numerous positive comments and strong evaluations from students who created final products (e.g. learning materials, policies, performance support plans, etc.) that they directly translated back into their organizations, corporations, government agencies, and schools / classrooms. The class became a high-demand class and special cohorts or sections for local corporations were often requested.

2019   James Madison University   Adjunct Faculty
Taught **Project Management for Instructional Technology**

2007 – 2012   Morehead State University   Adjunct Faculty
Taught an online three-credit hour course on **Universal Design and Accessibility** (Master's level) that focused primarily on universal design as the framework for designing flexible, accessible technology and learning environments for instructional designers and K-12 teachers. This course focused on diverse definitions of learners and strategies for designing effective learning environments using multimodal representations, flexible assessment methods, and other features of good learning environments. The class received excellent evaluations from students, faculty and the department chair.

In 2010, I also taught **Instructional Design** (Master's level) and designed and delivered their course on **Legal and Ethical Issues** (doctoral level) in summer 2012.

2010 – 2015   George Washington University   Adjunct Faculty

Taught **Rapid Instructional Design** (Master's level, online) – instructional design at a rapid pace to match corporate/government design cycle expectations. Students are primarily in government, for-profit and military sectors. Student feedback and performance in this class is very strong. As one student summarized on feedback, they develop "a lot of instructional design muscle" in this class as they create products they used in their work or class environments.

2010 – 2011   Jones International University   Adjunct Faculty

- Contracted to conduct a curriculum evaluation of eLearning program to overhaul the architecture of the E-Learning program.
- After identifying the curricular gaps, I was asked to write courses on E-Learning Technologies and E-Learning Systems Design.
- After writing these courses, I taught the inaugural **E-Learning Systems Design** (Master's-level online course) with strong evaluations (I wanted to test run that course and revise it because we were testing some novel design features at the time).

2006 – 2008   University of Northern Colorado   *Instructional Designer*
Center for the Enhancement of Teaching *&* Learning

Highlights & Responsibilities:
- Worked with faculty on effective practices – collaborate on in-class instruction; develop materials and strategies for online learning; hosted series of courses, workshops and discussions on effective practices
- Built online courses and supported faculty in maintaining courses
- Designed and delivered workshops on a variety of topics for university faculty and staff on as-needed basis; topics included best practices for online, assessment in online environments, effective materials and resources in online, blogs and wikis, podcasting, effective use of PowerPoint, universal design for learning, overview of educational technology for future faculty, cognitive scaffolding, cognitive load theory, strategies for increased interactivity in class and online, educational philosophies, multimedia learning, diversity (generational differences, universal design)
- Conducted a front-end and on-going needs analysis to ensure center activities are aligned with campus needs
- Established and maintained evaluation of center activities, providing data and feedback to staff on regular basis

- Established special activities that enhance knowledge and practice in teaching and learning
- Built collaborative internal and external relationships to partner with other entities on special projects and grant opportunities
- Organized special events: ethics in higher education, national security, effective assessment practices, generation gap (impact on learning and workplace)
- Solicited and obtained a special issue on ethics of a peer-reviewed journal and invited faculty from UNC and across the country to participate (due out in 2008)
- Organized a special engagement with an expert on information and national security along with a panel discussion (very successful – had high campus and off-campus participation)
- Part of core organizing team for Student Services Assessment Institute focused on improving assessment practices for non-academic departments on campus
- Collaborated with College of Humanities and Social Sciences to create an instructional feedback system (vs. an evaluation system) through a faculty-centered process of development

2005 – 2006   Colorado Department of Education   *Assessment Coordinator, Colorado Reading First*

Responsibilities Included:
Developed state-wide online training (8 classes total) that migrated face-to-face trainings to online format on literacy and assessment topics
- Established process, templates and design guidelines
- Oversaw each course from start to finish
  - Reviewed storyboards from subject matter experts
  - Provided instructional and multimedia design notes to development team
  - Ensured adherence to deadlines by development team
  - Reviewed all courses prior to release
  - Facilitated process for obtaining university graduate credit for each course, to include submission of syllabi for approval
  - Developed end-of-course learning assessments for every course
  - Established feedback loop for data from assessments to schools and to development team for revisions
- Provided additional necessary support for courses (user's guides, FAQs, presentations, etc.)
- Reviewed and revise courses annually for additions and content updates

Oversee program evaluation functions:
- Established a framework for program evaluation (Kirkpatrick's Four Levels plus change management measures from the Concerns Based Adoption Model)
- Collected all data that comes from the external evaluator, on-site evaluators and any other sources (includes quarterly reports, Coach of Coach reports, Advocate reports and other forms of qualitative data)
- Coordinated with external evaluator for aligned and targeted program evaluation activities (i.e. ensure no overlap and tight alignment and communication)
- Coordinated with Professional Development Coordinator and training vendor (SoprisWest) to evaluate reaction, learning and transfer outcomes of training provided to teachers, coaches and principals at Reading First schools
- Provided data to grant team in a timely manner to inform decision making

On-going analysis of student achievement data:
- Analysis of trends in CSAP data as measured against grant targets (state-level data)

- Analysis of results in BEAR data to include filtering out students for certain conditions and disaggregating based on ethnicity, free/reduced lunch, gender and other criteria as specified for federal reporting purposes (summative assessment)
- Analysis of results in DIBELS data from three annual benchmarking periods to determine progress of schools and students over time (across academic year and multiple years) (formative assessment and progress monitoring data)
- Provided support materials (job aids and instruction) on the interpretation of student achievement data
- Established and implemented plan for further analysis of data, to include reliabilities, correlations between data sets, predictive validity analyses, discriminant analysis, and structural equation modeling
- Maintained and revised as necessary electronic data management systems and processes
- Provided support and consultation to schools as requested for data analysis and any technical assistance related to assessment

Developed and delivered state-wide training for schools on use of assessments and process for submitting data (some of this was site-specific, some were state-wide meetings depending on needs)

Analysis of implementation data
- Oversaw in-depth analysis of Annual Implementation Review (AIR; fidelity evaluation) data to include factor analysis of items and reliability analysis
- Revised as necessary for quality improvement
    - Developed Innovation Configuration Map (Hall & Hord, 2001) for AIR document
    - Removed and refined items based on item analyses
    - Analysis of AIR items related to increased student achievement

Additional duties include redesign of grant website, on-going development of presentation materials for Director, overseeing video capture and production process for instructional examples, and developing instructional CDs for schools.

| 2003 - 2005 | University of Northern Colorado | *Assessment Assistant* |

Assisted Director with development of resources for assessment of learning and resources at the University of Northern Colorado.

Responsibilities Included:
- Consulted with departments on assessment plans
- Implemented a campus-wide electronic system for program evaluation
- Wrote reports including working on the writing team for Criterion 3 of the NCA evaluation document
- Gathered and analyzed data from sources across campus to create a coherent picture of what we know and are doing and what remains to be accomplished
- Developed and maintained a website as primary information and communication vehicle
- Developed visuals and visual displays of information that effectively communicate to different constituents
- Developed a strategic plan for assessment

| 2001 – 2003 | National Center on Low-Incidence Disabilities at UNC | *Lead Instructional Designer, Internal Evaluator* |

1999 - 2001	University of Northern Colorado	*Graduate Assistant –*
		Instructional Designer, Developer

(listed together because the earlier turned into the later)

This grew from an award-winning (2001 AACTE Innovation of the Year Award) online Master's degree program, where courses were highly interactive and designs were research based, into a full National Center serving families and teachers of children with low-incidence disabilities. My role was ensuring technical and cognitive accessibility to content, designing and developing online courses, developing performance support systems or tools where necessary, conducting internal evaluations for external reviewers, and presenting to Senator Wayne Allard's office for annual renewals.

Responsibilities Included:
- Provide ID support to all faculty - direct course development assistance, orientation, training, other necessary interventions and support.
- Work with Special Education GAs to develop user-driven solutions, such as interactive conversations with experts on different topics.
- Design and maintain the program website and the course website (i.e. LMS in today's terms)
- Ensure 100% accessibility for all students with disabilities; established specific emphasis and leadership in the area of accessibility for visually impaired users.
- Design all graphics as part of program image and theme and developed current user interface for better information organization and usability.
- Prepare plan for evaluation and annual reports.

1998 - 1999	University of Northern Colorado	*Teaching Assistant, English Dept.*

- Taught English 122, College Composition, for the English department.
- Designed syllabi, chose texts, and prepared all materials and teaching strategies.
- Conducted two classes three days a week each.
- Graded all assignments and guided students in their writing development.
- Very positive feedback from students on course evaluations.

1997 - present	Hyperformer.com, Owner	*Instructional Design, Web Design, Desktop Publishing*

On-going consultation on performance planning and evaluation, instructional systems planning, instructional design, web and multimedia development.

Examples Include:
- Developed and delivered workshops on the design and delivery of effective instruction for the Department of Homeland Security
- External evaluator for NSF / University of Maryland universal engineering credit grant
- Instructional design and evaluation consultant for NSF / University of Maryland PEPC grant (online course in math and engineering for returning veterans)
- Judge Advocate General's (JAG) School consultant on learning systems planning and technology integration
- World Bank education group – role of education systems in conflict- or crisis-affected areas – a model and systemic evaluation of the relationship between education and increases or decreases in conflict/crisis.
- Quality Assurance with Alva Learning Systems in Denver, CO
- Course Evaluation at the US Air Force Academy in Colorado Springs, CO

- Online performance support aids for Freedom Scientific (modules for using their PACMate Braille PDA)
- Assessment and Online Learning consultant for development of course on assessment in schools to Centennial BOCES in Longmont, CO
- Program evaluation for federal grant – Learning with Primary Sources in Greeley, CO
- Universal Design and Online Learning consultant for development of online self-paced tutorial on universal design for learning for National Center on Low-Incidence Disabilities in Greeley, CO

1997 - 1998   Pender's Music Co.   *Marketing Assistant*
- Compiled, designed and published all product catalogs.
- Noted cosmetic and quality improvements in all publications and on website.
- Assisted Marketing Director in developing all forms of print communication and advertising.
- All projects were out ahead of schedule, a marked improvement over previous years, which allowed for publication of an additional catalog

1996 - 1997   Kinko's, Inc.   *Desktop Publishing Consultant*
- Consult with corporate customers on their product designs, to include mostly Fortune 500 companies in the Dallas/Fort Worth area. Clients included American Airlines, Sprint, GTE, Oscar Meyer, and the City of Dallas.
- Custom design reports, presentations, event materials, newsletters, brochures, booklets, flyers, signs, business cards, menus, etc.
- Contributed to repeat business from numerous Fortune 500 clients, including Andersen Consulting, Sprint and American Airlines.

1995 - 1996   Big Brothers/Big Sisters   *PR Intern*
- Designed brochures, newsletter, ads and other communication and promotional materials.
- Wrote ads, local stories, press releases and public service announcements.
- Organized promotions for community fundraiser.

1994 – 1996   Oklahoma Baptist University   *Editor-in-Chief*
- Set theme and direction.
- Established and maintained deadlines and budget.
- Worked with section editors to organize layouts and stories.
- Edited all pages for submission to plant.
- Handled public relations issues.
- Only national award-winning book that also met (and stayed ahead of) all deadlines. National and State awards included:
  - All-American rating with four marks of distinction from Associated Press
  - Gold Medal from Colombia Press
  - First Place from Oklahoma Collegiate Press Association
  - Finalist for the PaceMaker Award

Editorial Activities

Editor-in-Chief, *Journal of Computing in Higher Education*, Oct. 2018 – present

Editorial Board Member, Reviewer, *Educational Technology Research & Development*, 2016-present.

Section co-editor with S. Hooper and H. Leary of "Case Studies in Learning Design and Instructional Technology" section of *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy*, Eds. Specter, M., Lockee, B., and Childress, M. (Major Reference Work)

Ad hoc review of proposals for Association for Educational Communications and Technology (AECT), American Educational Research Association (AERA), and International Society for Performance Improvement (ISPI).

Publications:
Under development:
Hodges, C., **Moore, S.,** Lockee, B., Bond, A. and Jewett, A. (accepted). An Instructional Design Process for Emergency Remote Teaching. In *Education in crisis context: COVID-19 as an Opportunity for Global Learning*, Eds. A. Tlili, D. Burgos, and A. Tabacco. Springer.

Moore, S. (under review). Defining Social Responsibility for Strategic Planning and Evaluation.

Moore, S., Hong, J. (tbd) Developing confidence and competency in online instruction: Examining the effectiveness of a virtual practicum for K-12 online instruction. (Data is compiled and write up is near completion for submission.)

Groves, J., **Moore, S.** (tbd) Supporting underserved communities with online undergraduate engineering education: A case study. (Data is compiled and write up is near completion for submission.)

Moore, S. (tbd) *The joy of instructional design.* Currently being piloted in my instructional design class. This will be made available as an open textbook once it is ready.

Moore, S., Andrews, C., Porta, L. (tbd). "A Socio-technical Approach to Educational Technology: The role of culture, context, and systems behaviors in educational technology issues and successes." (tentative title). This will be an open educational resource (OER), still in the editing process, made available publicly for free once it is completed.

Books:
Moore, S. L. (under contract). *Social and Emotional Learning (SEL) at a Distance: Supporting Students Online.* Norton.

Moore, S. L. (under contract). *Ethics in educational technology: A design-based approach.* (tentative title). New York, NY: Routledge / Taylor & Francis.

Moore, S.L. (2010). *Ethics by design: Strategic thinking and planning for exemplary performance, responsible results, and societal accountability.* Amherst, MA: HRD Press.

Edited Journal Issues:
Strobel, J., Wagner, E., **Moore, S.**, eds. (in progress). Learning Engineering: Framing the Discussion. *Journal of Computing in Higher Education* (est. publication date Dec. 2021).

Moore, S. L., ed. (2008). *Practical approaches to ethics for colleges and universities.* New Directions for Higher Education, Number 142. Jossey-Bass.

Chapters:
Moore, S.L., & Ellsworth, J. (2014). Ethics and standards in educational technology. In J.M. Spector Editor,

M.D. Merrill Editor, J. Elen Editor, & M.J. Bishop Editor (Eds.), *Handbook of research on educational communications and technology*, 4th ed. (pp. 113-127). New York: Springer.

Moore, S. L. (2013). Ethics as design: Rethinking professional ethics as part of the design domain. In B. Hokanson Editor & A. Gibbons Editor (Eds.), *Design in educational technology* (pp.185-204). New York: Springer.

Moore, S., May, D., and Wold, K. (2012). Developing cultural competency in engineering through transnational distance learning. In R. Hogan Editor, *Transnational Distance Education and Building New Markets for Universities* (pp 210-228). Hershey, PA: Information Science Reference, IGI Global.

Reports:
Hollands, F., **Moore, S.,** Escueta, M., Palmer, K., Gilgore, W. (2017). EdTech Efficacy Symposium report: The role of efficacy research in higher education decision making. Preliminary findings presented in Washington D.C., 2017; presentation of initial findings located here.

Articles – non-juried (public scholarship):
Moore, S. L. (under contract). *Designing Interactive Online Courses – Quick Reference Guide.* Norton

Moore, S. and Hodges, C. (2020). Practical Advice for instructors facing the abrupt move to online teaching: So you want to temporarily teach online. March 11, 2020. *Inside Higher Ed:* https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion

Hodges, C., **Moore, S.,** Lockee, B., Trust, T., and Bond., A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. March 27, 2020. *Educause Review:* https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Moore, S. and Hill, P. (2020). Planning for Resilience, not Resistance. April 28, 2020. PhilOnEdTech: https://philonedtech.com/planning-for-resilience-not-resistance/

Articles - Juried:
May, D., Wold, K., & **Moore, S.** (2014). Using interactive online role-playing simulations to develop global competency and to prepare engineering students for a globalised world. *European Journal of Engineering Education*, DOI: 10.1080/03043797.2014.960511

Moore, S. & May, D. (2012). Global Perspectives for Engineering Students: The Use of Active Online Environments for Cross-Cultural Learning. In T. Amiel & B. Wilson (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2012*(pp. 1773-1782). Association for the Advancement of Computing in Education (AACE).

Moore, S., Ellsworth, J., & Kaufman, R. (2011). Visions and missions--are they useful? A quick assessment. *Performance Improvement, 50*(6)*,* 15–24.

Ellsworth, J. B., Harris, P., and **Moore, S.** (2011). The purpose project: Of school reform, Covey, and Sun Tzu: The Conversation Begins. *TechTrends*, *55*(5), 20-23.

Moore, S. L., Groves, J. (2010). Expansion of an undergraduate engineering degree program to include fully on-line students at a distance. Proceedings for the 40th Annual Frontiers in Engineering Education Conference.

Moore, S. L., van Schaack, A., Groves, J. (2010). Electronic inking without the tablet: Instructional applications and findings on use of the Livescribe Smartpen. Proceedings for the 40th Annual Frontiers in Engineering Education Conference.

Moore, S. L. (2009). Social Responsibility of a Profession: An Analysis of Faculty Perception of Social Responsibility Factors and Integration into Graduate Programs of Educational Technology, *Performance Improvement Quarterly, 22*(2), 79-96.

Moore, S.L., Ellsworth, J., and Kaufman, R. (2008). Objectives: Are they useful? A Quick Assessment. *Performance Improvement, 47*(7), 41-47.

Moore, S. L. (2008). Mutual dividends. *TechTrends, 52*(3), 19.

Moore, S.L. (2007). David H. Rose, Anne Meyer, Teaching every student in the digital age. *Educational Technology Research & Development, 55*: 521-525.

Moore, S.L., Brethower, D., and Kaufman, R. (2007). Learning objects: Solutions in search of problems? *Performance Improvement, 47*(1): 5-8.

Moore, S.L. (2006). Systemic change as an anchor point for professional ethics and action. *TechTrends (50)*2, 24-25.

Moore, S. L. (2005). *The social impact of a profession: An analysis of factors influencing ethics and the teaching of social responsibility in educational technology programs.* Doctor of Philosophy dissertation, University of Northern Colorado.

Conn, C., & **Roberts, S.**, (2004). Conducting a qualitative return on investment: Determining whether to migrate to Blackboard™. *27th Annual Proceedings: Selected Papers Presented at the 2004 Annual Convention of the Association for Educational Communications and Technology,* pp. 212-222.

Allen, S., Mims, C., **Roberts, S.**, Kim, B. & Ryu, J. (2004). Internship experience: Engaging in the big discourse. *TechTrends (48)*1, 44-48.

Roberts, S., Lohr, L. & Gall, J. (2003). Redundancy and contiguity: The promise of cognitive load and dual coding for multimedia instruction. *Changing Tides, Selected Readings from International Visual Literacy Association Conference, 2003.* pp. 253-260.

Lohr, L., **Roberts, S.** & Gall, J. (2003). The promise of memory research for instructional visual design. *Changing Tides, Selected Readings from International Visual Literacy Association Conference, 2003.* p. 177-182.

Roberts, S., Conn, C., Lohr, L., Hunt, E. & Duffy, A. (2003). Not another ID model. *TechTrends (47)*4, 15-20.
Lowell, N & **Roberts**, S. Building Web Sites for the Blind. (2002). *TechTrends (45)*1. p 32.

Ferrell, K. A., Persichitte, K. A., Lowell, N., & **Roberts**, S. (2001). The evolution of a distance delivery system that supports content, learners, and pedagogy. *Journal of Visual Impairment & Blindness, 95*(10), 597-608.
Villachica, S., Lohr, L., Summers, L., Lowell, N., **Roberts, S.**, Javeri, M., Hunt, E., Mahoney, C., Conn, C. (2001). A Cognitive Map of Human Performance Technology: A Study of Domain Expertise. *Annual Proceedings of Selected Research and Development*, presented at the National Convention of the Association of Educational Communications and Technology, Atlanta, GA.

Invited:
Roberts, S. (2003). Instructional design and accessibility: Cognitive curb cuts. http://www.aect.org/Divisions/DDseries.htm.

Presentations:

Invited:

Fall 2017, **Moore, S.** "Characteristics of effective online instruction." Virginia School University Partnership, Richmond, VA.

May, 2017, Hollands, F., **Moore, S.,** Palmer, K., Kilgore, W. "EdTech Decision Making in Higher Education: Working Group B Findings." UVA, JEA, and Digital Promise EdTech Efficacy Symposium, Washington, D.C.

April, 2017, **Moore, S.** "Teaching design thinking: Instruction and evaluation for engineering education." Hubei Principals Program, Charlottesville, VA.

January, 2017, **Moore, S.** "Online teaching: Insights from research, practice – and students." Curry faculty retreat. Charlottesville, VA.

December, 2017, **Moore, S.** "Decision making for online and blended learning in K-12." Virginia School University Partnership, Charlottesville, VA and subsequent virtual meetings (districts across the state).

November, 2015, **Moore, S.** "Designing inquiry based learning using online resources." Beijing Institute of Education – U.S. K12 Education Program, Charlottesville, VA.

March, 2015, **Moore, S.** "Designing inquiry based learning using online resources" and "Teaching design thinking: Instruction and evaluation for engineering education." Beijing Institute of Education – U.S. K12 Education Program, Charlottesville, VA.

November, 2011, **Moore, S.** "Developing Cultural Competence in Engineering through Active Online International Environments." Frontiers of Engineering Education, National Academy of Engineering, Irvine, CA.

October, 2011, **Moore, S.** "Universal Design for Learning." Keeping the Young Mind in Mind, Conference hosted by Virginia Department of Education, JMU TTAC Training Event.

October, 2009, Panel Discussion: Chair: Hilton, J. (CIO, UVa); Members: Minturn, R. (Senior Academic Facility Planner, UVa) Felix, E. (DEGW International Design Group), **Moore, S.** (UVa School of Engineering), McPherson, M. (Assoc. VP and Deputy CIO, UVa), Byers, P. (U. of Birmingham, U.K.). "The relationship of physical and virtual environments: The intersection of information and space," Universitas 21 Learning Environments Design Forum, Charlottesville, VA. (http://www.virginia.edu/uvatoday/newsRelease.php?id=9985#)

January, 2004, **Roberts, S.** Invited guest lecture for doctoral seminar class on universal design, taught by Michele Estes and Dr. Lloyd Rieber. Athens, GA.

May, 2003, **Roberts, S.** "Universal design for learning: An overview and ideas for educational practices," presented to faculty at Aims Community College, Greeley, CO.

January, 2003, Ferrell, K. & **Roberts, S**. "Transcending the Classroom: Possibilities and Issues for Faculty and Students in Distance Education," presented to faculty at University of Arizona, Tucson, AZ.

March, 2000, Ferrell, K. & **Roberts, S.**, "Distance Education: A Success Story," presented to faculty from Teacher's College and to The Lighthouse, New York City, NY.

Juried:

October, 2020, **Moore, S.** and Hoffman, A. "An Analysis of School Division Needs on New Teacher Induction." Association for Educational Communications and Technologies, virtual.

October, 2020, Ellsworth, J. and **Moore, S.** "Situated Practicum Design for Workplace Learning and Credentialing." Association for Educational Communications and Technologies, virtual.

October, 2020, **Moore, S.**, Estes, M. and Shifflett, J. "Designing for Learner Diversity: Applying Message Design Theories and Principles to Improving Learning Access." (full-day workshop) Association for Educational Communications and Technologies, virtual.

October, 2020, Ellsworth, J., Wagner, E. and **Moore, S.** "The Decision Maker's "2": Intelligence for Educational Technology Leadership." Association for Educational Communications and Technologies, virtual.

October, 2020, Greenhalgh, S., Lourinho Moura do Valle, N., Ifenthaler, D., Ritzhaupt, A. and **Moore, S.** "Panel: Ethical Issues in Data-Rich Educational Technology Research." Association for Educational Communications and Technologies, virtual.

October, 2020, Duha, S., Arslan, O. and **Moore, S.** "Panel: Tips and Tricks for Journal Publishing – Advice from the Editors." Association for Educational Communications and Technologies, virtual.

February, 2020, (accepted) Hoffman, A., and **Moore, S.** "Microlearning: Reimagining Professional Learning as a Bridge between Teacher Preparation and Induction." American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.

December 2019, Hoffman, A. and **Moore, S.**, "From complying to thriving: What we learned about teacher induction and retention." Virginia Association for Supervision and Curriculum Development (VASCD, Virginia chapter of ASCD), Williamsburg, VA.

October, 2019, **Moore, S.**, Stefanik, J., and Dickson-Deane, C., "Roundtable: Meet the Editors (JCHE)." AECT Annual Convention, Las Vegas, NV.

October, 2019, **Moore, S.** and Ritzhaupt, A.D., "GSA: Tips and Tricks for Journal Publishing – Advise from the Editors." AECT Annual Convention, Las Vegas, NV.

October, 2019, **Moore, S.**, Murtaugh, M., and Resig, J., "GSA: The AECT Intern Program." AECT Annual Convention, Las Vegas, NV.

October, 2018, Sorenson, C. and **Moore, S.**, "AECT Foundation: Learn what it is and what is does for AECT and its members." AECT Annual Convention, Kansas City, KS.

October, 2017, **Moore, S.,** Bishop, M.J., Specter, M., Persichitte, K., and Hodges, C. "Presidential Session Panel – Research in educational technology decision making and leadership: Implications and opportunities for AECT." AECT Annual Convention, Jacksonville, FL.

June, 2017, **Moore, S.,** Andrews, C., and Porta, L. "In their own words: Using open education as a generative learning strategy to create a multi-author open resource on educational technologies as socio-technical systems."

October, 2016, Hong, J. and **Moore, S.** "Developing confidence and competence in online instruction." AECT Annual Conference, Jacksonville, FL.

July, 2012, **Moore, S.**, "Ethics as design: Rethinking professional ethics as part of the design domain." AECT Summer Research Symposium, Louisville, KY.

June, 2012, **Moore, S.** and May, D., "Global Perspectives for Engineering Students: The Use of Active Online Environments for Cross-Cultural Learning." AACE – EdMedia, Denver, CO.

April, 2012, Kaufman, R., and **Moore, S.** "Useful planning for worthy results." International Society for Performance Improvement, Toronto, Canada.

October, 2010, **Moore, S.**, Harris, P., Ellsworth, J. "The purpose of public education: AECT 2010 Assembly on the vision and mission of public education in the United States – a system design perspective." Association for Educational Communications and Technology (AECT), Anaheim, CA. This session was a three-hour facilitated conversation with associational leadership during which qualitative data was collected. The data will be analyzed and reported back out in a white paper in Spring, 2011.

October, 2010, **Moore, S.**, Groves, J. "Expansion of an undergraduate engineering degree program to include fully on-line students at a distance." Frontiers in Engineering Education (FIE), Washington, DC.

October, 2010, **Moore, S.**, van Schaack, A., Groves, J. "Electronic inking without the tablet: Instructional applications and findings on use of the Livescribe Smartpen." Frontiers in Engineering Education (FIE), Washington, DC.

June, 2010, Kjellstrom, W., Bull, G., and **Moore, S.** Personal fabrication systems in the classroom: Lessons, examples, and learning. Poster presentation at International Society for Technology in Education (ISTE), Denver, CO.

October, 2009, Chow, A., Whitlock, M., **Moore, S.** Leadership and systemic educational change. Paper presented at the Association for Educational Communications and Technology Annual Conference, Louisville, KY.

October, 2009, Tillman, D., **Moore, S.**, Tillberg-Webb, H. Digital narratives: Techniques and design considerations for effective living histories and documentaries (Workshop). AECT, Louisville, KY.

June, 2009, **Moore, S.** and Groves, J. "Providing Access to Undergraduate Engineering Education: Engineers PRODUCED in Virginia," EdMedia, Honolulu, HI.

October, 2008, **Moore, S.** Ethics by Design: A Study and Exploration of the Social Responsibility of the Instructional Design Profession. Association for Educational Communications and Technology, Orlando, FL.

April, 2008, Varner, B., and **Moore, S.** Web 2.0 applications for composition instruction. Conference on College Composition and Communication, Greeley, CO.

July, 2007, Chow, A., Whitlock, M., and **Moore, S.**, "Seamless Education: The Educational Conspiracy across Stakeholders in Georgia," Pi Lambda Theta, Richmond, VA.

October, 2006, **Moore, S.** "Exploring the world of play: The gaming table," Association for Educational Communications and Technology (AECT), Dallas, TX.

October, 2005, **Roberts, S.**, Estes, M. & MacDonald, L. "Universal design for learning: Putting it into practice and to the test," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2004, **Roberts, S.**, Rieber, L., MacDonald, L. & Estes, M. "Universal design for learning: Exploring possibilities, issues, and application," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2004, **Roberts, S.**, & Winograd, D. "A case-based approach to teaching graduate students about accessibility and universal design: Cross-country collaboration for quality results," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2004, **Roberts, S.**, Rial, A., Gall, J., Lohr, L., Hunt, E., & Falvo, D. "Redundancy and contiguity: A pilot study on the promises of cognitive load and dual coding for instructional materials design," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2004, Ellsworth, J. & **Roberts, S.** "What are we missing: Educational technology, ethics, and the human condition," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2004, Conn, C., **Roberts, S.**, Lohr, L., Bell, A., Hunt, E. "Conducting a qualitative cost-benefit analysis: Determining whether to migrate to Blackboard," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2003, **Roberts, S.**, Lohr, L. "Redundancy and contiguity: The promise of cognitive load and dual coding for multimedia instruction," International Visual Literacy Association (IVLA), Newport, RI.

October, 2003, Lohr, L., **Roberts, S.** "The promise of memory research for instructional visual design," International Visual Literacy Association (IVLA), Newport, RI.

October, 2003, Allen, S., **Roberts, S.**, Kim, B., Ryu, J. & Mims, C. "Finding your niche in AECT: From graduate student to seasoned professional," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2003, Trimble, M. & **Roberts, S.** "Progressing through the CBAM: The EQUIP Project after year one," Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2003, Winograd, D. "Division of Distance Learning issue oriented paper/online discussion project: Author symposium," **S. Roberts** and P. Gilbert: invited authors speaking on symposium. Association for Educational Communications and Technology (AECT), Anaheim, CA.

October, 2002, **Roberts, S.** "Beyond Bobby: Physical accessibility isn't enough," Closing the Gap (CTG), Minneapolis, MN.

November, 2002, Lowell, N., Winograd, D., **Roberts**, S., & Wiley, D. Panel Discussion: "Beyond the Classroom: Using Distance Education to Transcend the Classroom Experience," Association for Educational Communications and Technology (AECT), Dallas, TX.

November, 2002, **Roberts**, S., Lowell, N., Conn, C., Qin, C., & Yang, L. "Web Sights: Non-visual access to a graphical medium," Association for Educational Communications and Technology (AECT), Dallas, TX.

October, 2000, Lowell, N. & **Roberts**, S., "Building Website for the Blind," Association for Educational Communications and Technology (AECT), Denver, CO.

October, 2000, Parsons, C. & **Roberts**, S., "Using Dreamweaver and Flash for Instructional Design," Association for Educational Communications and Technology (AECT), Denver, CO.

October, 2000, Lohr, L., & **Roberts**, S., "Instructional Applications of Typography," Association for Educational Communications and Technology (AECT), Denver, CO.

October, 2000, Persichitte, K., Lowell, N., & **Roberts**, S., "Distance Learning and the Visually Impaired: A Work in Progress," Association for Educational Communications and Technology (AECT), Denver, CO.

June, 2000, Persichitte, K., Lowell, N., & **Roberts**, S., "Distance Learning and the Visually Impaired: A Work in Progress," EdMedia, Montreal, Quebec.

October, 1999, **Roberts**, S., "Moving to New Media: The Educational Politics of Information Technologies," Rocky Mountain Modern Language Association, Santa Fe, NM.

April, 1996, **Roberts**, S., "Wars and Pigs' Tails: The Search for Meaning in Gabriel Garcia Marquez's *One Hundred Years of Solitude,*" Sigma Tau Delta, Albuquerque, NM.

April, 1995, **Roberts**, S. "The Path and Place of Feminine Identity in Sandra Cisneros' *The House on Mango Street,*" Weber State University, Ogden, UT.

Grant Activities (Funded):

Title: Learning Technologies for Adult Literacy: Efficacy and Guidance for Strategic Funding and Development
Sponsor: Barbara Bush Foundation and Dollar General Foundation
Amount: $150,000
Participants: Stephanie Moore, PI
Project period: October 2020 – August 2022
Brief description: Landscape and meta-analysis of learning technologies for adult literacy; efficacy study of current apps in the BBF portfolio; creation of an innovation configuration map and practice guide for implementation of apps for adult literacy; white paper on recommendations for strategic funding, development, and evaluation of technologies for adult literacy

Title: Career-spanning Learning and Performance Support for HR Across the Federal Government: Federal HR Institute
Sponsor: Office of Personnel Management
Amount: Phase I - $237,563
Participants: Stephanie Moore, PI; Ginger Watson, Co-PI; James B. Ellsworth, Co-PI
Project period: October 2019 – August 2020
Brief description: Develop online, blended and in-person curricula for OPM; map curriculum across position grades and map to performance competencies to establish performance certification; develop an innovative and flexible architecture for career-spanning learning and performance support for government workers in HR

Title: A Pilot Analysis of School Division Needs to Develop and Implement Teacher-Leadership Microlearning Structures
Sponsor: Curry IDEAS Grants (Curry Foundation)
Amount: $10,000
Participants: Stephanie Moore, PI; Adria Hoffman, Co-PI
Project Period: June 2018 – May 2019
Brief description: In this project, we will explore the use of the performance improvement framework, including the concept of performance supports generally and microlearning specifically, to help address

needs related to ongoing learning and support for novice teachers, in particular in moderate or small divisions that may not have resources like larger divisions.

Title: Integration of Ethics – Technology, Learning Systems, and Culture
Sponsor: Institute for Practical Ethics and Public Life
Amount: $7,000
Participants: Stephanie Moore, PI
Project Period: June 2018 – May 2019
Brief description: revision of existing course to integrate topics and activities that focus on ethics of educational technology; revisions will address topics such as data use and privacy, accessibility, copyright, equity, systemic ethics, and other considerations with a focus on practical application of ethics in technology design, selection, and implementation

Title: Digital Production and Strategy for Online and Blended Learning
Sponsor: Curry Strategic Investment Funds
Amount: $56,312
Participants: Stephanie Moore, PI; Patrick Meyer, Co-PI; Kathy Neesen, Co-PI; Karen Barnes, Co-PI
Project Period: August 2017 – July 2019
Months annual paid effort: 0
Students supported: 0
Brief description: Proposal to improve Curry's infrastructure (hard and soft) to produce quality multimedia content for online and blended uses to support synchronous and asynchronous learning offered by Curry faculty. The main focus of this proposal is the studio now housed in Ruffner, 3rd floor.

Title: Reaching the Greatest Number of Learners: Improving Access to STEM Undergraduate Education
Sponsor: 4VA Consortium (PI)
Amount: $20K (per institution; $40K total)
Participants: Stephanie L. Moore PI for UVa; Michele Estes, PI for JMU
Project Period: August 2011 – July 2015
Months annual paid effort: 1
Students Supported: 0

Title: Moving Toward Stronger Communities of Inclusion: Identifying Challenges and Approaches Associated with Introductory Engineering Offerings
Sponsor: National Science Foundation
Amount: $50K; $5K for S. Moore for evaluation
Participants: L. Abts (PI), University of Maryland; **S. Moore**, external evaluator
Project Period: September 2015 – August 2016
Months annual paid effort: 0
Students supported: 0

Title: Preparation for Energy and Power Careers (PEPC).
Sponsor and Description: Army Distributed Learning (ADL) project to create an online engineering and mathematics course for returning service members, aligned with the U.S. Department of Energy (DoE) Energy Literacy Principles and Energy Competency Model. Integrated Understanding By Design (UBD), Universal Design (UDL), and Evidence-Based Design (EBD) into one framework and template to guide module development and served on a three-member evaluation team to conduct formative and summative evaluation on the project and provide the final written report.
Participants: L. Abts (PI), University of Maryland.
Amount: Sub-award of $30,000 to **S. Moore** and J. Ellsworth for evidence-based curriculum design and evaluation.

Title: Research Initiation Grant: Investigating the use of Simulation and Gaming in Sustainable Energy Education,

Sponsor: National Science Foundation
Participants: J. Bean (PI), A. Bloomfield (co-PI) and **S. Moore** (co-PI)
Amount: $150,000

Recent Awards and Honors:

2018   Casteen Teaching Fellowship (included a stipend) from the Institute for Practical Ethics and Public Life

2018   Special Service award for dedicated service to AECT, awarded by the President of the Association for Educational Communications and Technology (AECT)

2018   Lasting Legacy Honoree – Curry School of Education award "for outstanding contributions to the academic and professional development of students worthy of a lasting legacy on the Curry community" – must be nominated by students to receive this award

2017   Presidential Award for Excellence in Leadership of the AECT Foundation, awarded by the President of the Association for Educational Communications and Technology (AECT)

2015   Invited Rapporteur and Presenter for American Society for Engineering Education (ASEE) Summit: Engineering Disruption Leadership, one of eight from around the country invited to present and facilitate discussion at a national summit in Washington D.C. (invited due to my work and study on the use of online learning and virtual simulations to develop global educational collaborations and cultural competency for engineering students)

2013   Course, STS 2500: Megacities and Sustainability, selected for UVA's Jefferson Global Seminar Series hosted at Hong Kong University of Science & Technology (included a summer stipend for teaching and travel)

2012   Award for Distinguished Service to the Change Division in the Association for Educational Communications and Technology (AECT)

2011   Invited Presenter at Frontiers of Engineering Education (FOEE) Symposium – a highly selective annual symposium hosted by the National Academy of Engineering; consideration is by nomination only from one's Dean; invitations are extended to only ~60 individuals around the US (presentation online at https://www.naefoee.org/File.aspx?id=4704)

2011   AECT Presidential Recognition Award – for service to the association including leadership on History Makers and Government Relations Committee

2011   Leadership in Education, awarded by the Southern (Virginia) Piedmont Technology Council – this award was given to our program *Engineers PRODUCED in Virginia* for outstanding service to rural Virginia

2011   Invited Participant in "University Administrators Enrichment Program: Shaping the Future of International Institutional Cooperation," RWTH Aachen University, Aachen, Germany. One of eight institution representatives selected to participate in week-long symposium and planning on collaboration between US and German universities.

Past awards and honors:
2001 American Association of Colleges for Teacher Education (AACTE) Innovation of the Year Award - for work on developing online courses based on cognitive apprenticeship that were also fully accessible
Dean's Citation for Excellence (graduate school)
Honors program graduate (undergraduate degree)
Sigma Tau Delta

Who's Who
Mortar Board

Related External Service Activities:

Present   Past-President, Educational Technology and Communications (ECT) Foundation
               (2017-2019)

               President, Educational Technology and Communications (ECT) Foundation
               (2015-2017)

               Trustee, ECT Foundation (2009-2019)

               Member, Association for Educational Communications and Technology (AECT),
               Professional Ethics Committee, (2011-2017)

2016-2018   Workshop facilitator – Characteristics of Effective Online and Blended Instruction,
               Virginia School Consortium for Learning

2011 - 2013   Co-Chair, AECT Government Relations Committee – Research into Policy

2005 – 2007   President-Elect, President
               Division for Systemic Change, Association for Educational Communications &
               Technology (AECT)

2002   AECT Cochran Leadership Intern (this internship is a significant honor in AECT
               designed to identify and develop future leaders in the association and field)

2001 – present Member, Association for Educational Communications & Technology (AECT)

Teaching:

2013-present   **Performance Improvement**
               Strand of research and practice in Instructional Technology that focuses on workplace and
               learning and performance. In this course, it is adapted to look at individual and
               organizational performance in schools as well, now part of the C&I core.

               Online Instructional Procedures for K-12
               Online theory and practice with a virtual practicum in which students must design and
               deliver an online lesson

               Learning Systems, Technology and Culture
               A blend of STS and Instructional Technology looking at educational innovation and
               technology integration through the lens of systems thinking and cultural & contextual
               factors.

               Instructional Design
               An introductory course for the IT program covering the systematic design of instruction
               and instructional systems.

               Instructional Materials Production
               Design and development of instructional materials (print, digital, and otherwise) grounded
               in information processing theory, multimedia learning theory, and visual design principles.
               Employs a rapid ID process.

2012-2013	**Systems Thinking for Technologists: Megacities and Sustainability** Co-taught with Andres Clarens in Civil Engineering. Class focused on learning systems thinking and systems design in the specific context of sustainability and planning for megacities. This course was honored by selection for inclusion in UVA's Jefferson Global Seminar Series offered at Hong Kong University of Science & Technology where students conducted field work on sustainable megacity systems while working in international teams. Reviews and results were very strong.
2010-2013	**Engineering, Society & Contemporary Issues (STS 1500)** Undergraduate course for engineering students on relationship between technology/innovation and socio-political systems (specifically democratic societies). This course was developed and delivered online in Fall 2011 for on-going online delivery during the fall semester.
2010	**eLearning Systems** This course is one result of a curricular review of the e-learning curriculum for Jones International University. I have written two courses for that curriculum – eLearning Technologies and eLearning Systems. I teach the eLearning Systems course for JIU, focused on program and system level considerations for planning and designing eLearning, including systemic evaluation, performance support systems, and infrastructure-level considerations of technology evaluation and selection.
2010-2015	**Rapid Instructional Design** Adjunct for George Washington University. Three-credit hour graduate level course on applying the instructional design process in a rapid-paced environment (such as typical corporate and government applications). Students must develop an instructional unit from start to finish, completing the entire instructional design cycle, and present a functioning prototype upon completion.
2010	**Instructional Design** Adjunct for Morehead State University. Three-credit hour graduate level course on fundamentals of instructional design. Students have to design an instructional unit following Kemp, Morrison & Ross model.
2007-2013	**Assistive Technology & Universal Design for Learning** Three-credit hour graduate level course on designing flexible, accessible learning environments. This course primarily focused on universal design for learning and instructional design principles that increased flexibility and accessibility of learning environments. The course received excellent reviews from students, faculty, and the department chair.
2006 – 2008	**Workshops for Faculty and Staff** Design and deliver workshops on a variety of topics for university faculty and staff on as-needed basis; topics include best practices for online, assessment in online environments, effective materials and resources in online, blogs and wikis, podcasting, effective use of PowerPoint, universal design for learning, overview of educational technology for future faculty, cognitive scaffolding, cognitive load theory, strategies for increased interactivity in class and online, educational philosophies, multimedia learning, diversity (generational differences, universal design)
1998 – 1999	**English 122, College Composition** Freshman composition, 2 3-credit classes per semester

Workshops and Faculty Development:

Workshop: Designing for Learner Diversity – Applying Message Design Theories and Principles to Improve Learning Access
Full-day workshop in three segments: application of cognition and learning theories for generating solutions that facilitate learning accessibility; visual design principles for more culturally inclusive designs; strategies from motivational learning theories for accessible designs and more inclusive affective messages

Workshop: Characteristics of Effective Online and Blended Instruction
Blended workshop for VSUP with day-long in-person session and two follow-on synchronous sessions featuring guest speakers sharing case studies of work across Virginia divisions

Workshop: Building Accessible Websites for the Blind & Visually Impaired
Day-long interactive workshop for designers at Colorado universities. Offered through UNC

Flash Basics and Instructional Applications
For educational technology students and professionals

Technology in Education for Primary Grades (for paraprofessionals)
Two week intensive course on computer use and applications for grade school settings. Delivered through the Center for Urban Education at UNC

Universal Design Workshop; Accessibility and Instructional/Message Design
Half-day workshop for leaders in Educational Technology, AECT Summer Institute, Reno, NV

Universal Design for Learning Workshop
AECT leadership workshop for full-day exploration of Universal Design for Learning, in collaboration with three other professionals

Advising:
Doctoral Students:
Kari Wold, Ph.D.
> Academic Advisor and Co-Chair of dissertation committee, *Evaluating the impact of role-playing simulations on global competency in an online transnational engineering course*

Erika Powell, Ed.D.
> Academic Advisor and Co-chair of doctoral capstone, *A performance approach to designing and measuring community-building interventions for online engineering students*

Willy Kjellstrom, Ph.D.
> Academic Advisor and Co-Chair of dissertation committee, *Enhancing elementary pre-service teachers' technological, pedagogical, and content knowledge through an alternatively designed course*

Eric Yoder, Ph.D.
> Academic Advisor and Co-Chair of dissertation committee, *Using innovation configuration mapping to communication the essential components and implementation variations of a K-12 integrated STEM curriculum*

Katie Keller Wood, Ed.D.
> Member of capstone committee; Katie's focus was a performance improvement evaluation of Montessori high school education

James Hong – Doctoral candidate in Instructional Technology

Academic Advisor and Member of dissertation committee; James' dissertation is on gaming in STEM education

Also presently advising most of the students in the Certificate and M.Ed. programs and several new students in our Ed.D. program.

Select Examples of Product Development:

BIOE 100: Designing Quantitative Solutions for Energy – online course for transitioning service members and veterans; served as instructional design and learning assessment consultant; this involved a team of educators and developers with University of Maryland as the lead

Universal Design for Learning (this site used to be the #1 Google search result for "UDL tutorial" until I had to move it to a new server) - http://www.hyperformer.com/UDL_tutorial/

Pop-up IEP through National Center on Low-Incidence Disabilities for Hands & Voices
http://www.handsandvoices.org/articles/education/popup/pop_index.html

Fostering the Parent/Teacher Partnership through Conflict Prevention and Alternative Dispute Resolution-focused Online Case Study Modules, Colorado Department of Education
www.hyperformer.com/ConflictModule/

Promoting Effective Parent/Teacher Partnerships: Infusing the Parent Voice into Teacher Education Courses through Online Case Study Modules, Colorado Department of Education

Teacher Guides for Freedom Scientific (helping blind and low vision students use Braille PDAs)

Creating Accessible Websites Tutorial for National Center on Low-Incidence Disabilities
(this one is old but was so cutting-edge at the time)
http://www.unco.edu/ncssd/resources/AccessibleDesign/

Instructional Applications of Typography
(also old but very cutting-edge design at the time)
http://www.hyperformer.com/Typography/Sections/

References
Roger Kaufman, Ph.D.
Professor Emeritus, Florida State University
roger@megaplanning.com
850-386-6621

Linda Lohr, Ed.D.
Professor, Johns Hopkins University
lindallohr@gmail.com
970-373-9021

Michele Estes, Ph.D.
Professor, James Madison University
estesmd@jmu.edu
540-568-4311