

STEPHANIE L. MOORE, PH.D., ASSOCIATE PROFESSOR

University of New Mexico, Organization, Information, and Learning Sciences

College of University Libraries and Learning Sciences

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Education / Academic Background

Year	Degree	Institution	Area of Study
2005	Ph.D.	University of Northern Colorado Greeley, CO	Educational Technology
	<i>Minor:</i> Statistical Research Methods		
	<i>Emphases:</i> Instructional Design, Distance Education, Change & Technology Integration		
	<i>Dissertation:</i> The social impact of a profession: An analysis of factors influencing ethics and the teaching of social responsibility in educational technology programs.		
2000	Master of Arts	University of Northern Colorado Greeley, CO	Educational Technology
	<i>Dean's Citation for Academic Excellence</i>		
1996	Bachelor of Arts <i>with Honors</i>	Oklahoma Baptist University Shawnee, OK	English, French minor
	<i>Outstanding Language & Literature Student</i>		

Professional Experience

Associate Professor; College of University Libraries and Learning Sciences; Organization, Information, and Learning Sciences (OILS); University of New Mexico; 2024-present.

Assistant Professor; College of University Libraries and Learning Sciences; Organization, Information, and Learning Sciences (OILS); University of New Mexico; 2020-2024.

Program Area Manager – Instructional Technology; School of Education and Human Development; Curriculum, Instruction, and Higher Education (CISE); University of Virginia; 2015-2020.

Assistant Professor, General Faculty – Instructional Technology; School of Education and Human Development; CISE; University of Virginia; 2013-2020.

Director of Online Initiatives; School of Education and Human Development; University of Virginia; 2013-2017.

Affiliated Faculty – Instructional Technology; School of Education and Human Development; University of Virginia; 2008-2013.

Director of Engineering Instructional Design; School of Engineering and Applied Science (SEAS); University of Virginia; 2008-2013.

Lecturer; SEAS; Department of Engineering & Society; University of Virginia; 2008-2013.

Instructional Designer; University of Northern Colorado; Center for the Enhancement of Teaching & Learning; 2006-2008.

Assessment Coordinator; Colorado Department of Education; Colorado Reading First; 2005-2006.

Assessment Assistant; University of Northern Colorado; Provost's Office; 2003-2005.

Lead Instructional Designer; University of Northern Colorado; National Center on Low-Incidence Disabilities; 2001-2003.

Graduate Assistant; University of Northern Colorado; Special Education and Educational Technology; 1999-2001.

Teaching Assistant; University of Northern Colorado; Department of English Studies; 1998-1999.

Owner; Hyperformer.com; 1997-present

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.
- Course Evaluation at the US Air Force Academy in Colorado Springs, CO

Teaching & Advising

Courses Taught and Developed

University of New Mexico, OILS		
	Course Name	Semesters Taught
OILS	(3 credits unless noted)	
457	Leading the Training Organization (online; fall semesters)	Oversaw re-design for AOP AY 22-23 (approval received)
481	Technological Change and Society (online; spring semesters)	Oversaw re-design for AOP (approval received) Sp 2023 (overload)
517	Multimedia Learning (renamed from Applied Aesthetics) (online)	Fa 2022, Su 2023, Su 2024
541	The Adult Learner (online every semester; in-person Springs) <ul style="list-style-type: none"> I have significantly revised the online version of this course; Sp 2023 featured a new 16-week, in-person re-design (complete overhaul) co-listed with Anderson School of Management (MGMT 731) 	Fa 2020, Sp 2021, Fa 2021, Sp 2022, Sp 2023 (in-person), Sp 2024 (in-person), Fa 2024 (online), Sp 2025 (in-person)
560	Ethics as Design I (2 credits; online; fall semesters)	Fa 2023, Fa 2024
561	Ethics as Design II (1 credit; online; fall semesters)	Fa 2023, Fa 2024
571	Assessment for Learning & Performance I (2 credits; online; spring semesters)	New course, first offered Sp 2022
572	Assessment for Learning & Performance II (1 credit; online; spring semesters)	New course, first offered Sp 2022
635	Research in Online Education (doctoral class; every other fall)	Fa 2023
600	Science, Technology and Society (doctoral class; every other spring)	Sp 2025
TBD	Ethics in the Design of Autonomous and Intelligent Systems (designed and taught for UNM School of Engineering as part of NSF-NRT grant)	Fa 2025

University of Virginia, CISE		
	Course Name	Semesters Taught
EDIS	<i>(3 credits unless noted)</i>	
5075	Online Instructional Procedures	Sp 2014, Sp 2015, Sp 2016, Sp 2017, Sp 2018, Sp 2019, Sp 2020
7000	Instructional Design	Fa 2017, Fa 2018, Fa 2019
7070	Instructional Materials Production	Su 2016, Su 2017, Su 2018, Su 2019, Su 2020
7072	Performance Improvement	Sp 2016, Fa 2016, Fa 2017, Fa 2018, Fa 2019
7076	Learning Systems, Technology and Culture	Fa 2016, Fa 2017, Fa 2018, Fa 2019
University of Virginia, SEAS - STS		
	Course Name	Semesters Taught
STS	<i>(3 credits unless noted)</i>	
1500	Engineering, Society & Contemporary Issues (in-person – falls; online – springs)	Fa 2009, Sp 2010, Fa 2010, Sp 2011, Fa 2011, Sp 2012, Fa 2012, Sp 2013
2500	Systems Thinking for Technologists	Sp 2013
2500	Systems Thinking for Technologists: Megacities and Sustainability <ul style="list-style-type: none"> Co-taught with Dr. Andres Clarens in Civil Engineering; part of the UVA Jefferson Scholars Seminar Series taught on-sight in Hong Kong at Hong Kong University of Science and Technology 	Su 2013
Adjunct Teaching		
	Institution	Course Name (Semesters) <i>(online unless noted)</i>
	James Madison University	Project Management for Instructional Technology (Summer 2019)
	George Mason University	Universal Design and Accessibility (Summers 2013, 2014, 2015)
	George Washington University	Rapid Instructional Design (Summers 2010, 2011, 2012, 2013, 2014, 2015)
	Morehead State University	Universal Design and Accessibility (Summers 2007, 2008, 2009, 2010, 2011, 2012)

Legal and Ethical Issues (doctoral class) (designed 2008, Falls 2009, 2010, 2011, 2012)	
Instructional Design (Fall 2011)	
University of Northern Colorado	Teaching Assistant
Course Name	Semesters
ENG 122 – College Composition (2 sections each semester)	Fa 1998, Sp 1999

Graduate Student Advisement in OILS, UNM

- 2022-2023: 8 MA advisees; 5 PhD students; 2 PhD dissertation committees; chair 1 PhD comp committee
- 2021-2022: 6 MA advisees; 3 PhD students; 1 PhD dissertation committee
- 2020-2021: 3 MA advisees; 1 PhD comp committee

Graduate Student Advisement in CISE, UVA

- 2019-2020: 32 MA advisees; 5 EdD students; Chaired 1 PhD dissertation (graduated); 1 EdD capstone committee (graduated)
- 2018-2019: 28 MA advisees; 5 EdD students; Chaired 1 PhD dissertation (graduated)
- 2017-2018: 21 MA advisees; 3 EdD students; Co-Chaired 1 PhD comp committee; served on 2 PhD dissertation committees
- 2016-2017: 18 MA advisees; Co-advised 2 PhD students; served on 2 PhD dissertation committees
- 2015-2016: 5 MA advisees; Co-advised 1 PhD student; served on 1 PhD dissertation committee
- 2014-2015: 4 MA advisees; Co-advised 1 PhD student; served on 1 PhD dissertation committee
- 2013-2014: 4 MA advisees; Co-Chaired 1 EdD capstone committee (graduated); Co-advised 1 PhD student; served on 1 PhD dissertation committee

Scholarship

Authored Books, Published (4)

Moore, S. L. & Tillberg-Webb, H. (2023). *Ethics in educational technology: Reflection, interrogation, and design as a framework for practice*. Routledge / Taylor & Francis.

Moore, S. L. & Barbour, M. K. (2023). *Online by choice: Planning and development for quality online instruction*. Norton.

Moore, S. L. (2021). *Social and Emotional Learning (SEL) at a Distance: Supporting Students Online*. Norton.

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

Edited Books, (1)

Moore, S. & Dousay, T. (Eds.). (2024). *Applied ethics for instructional design and technology: Design, decision making, and contemporary issues*. EdTechBooks.org.
https://edtechbooks.org/applied_ethics_idt

Peer Reviewed Articles, Accepted and Under Review (3)

Moore, S., Hodges, C. & Lockee, B. (revised, under review). Emergencies and interruptions as critical context: Adapting context analysis in IDT to crisis and disrupted conditions.

Moore, S., Lachheb, A., & Abramenska-Lachheb, V. (accepted with minor revisions). Ethics as creative problem solving and decision making in instructional design.

Xiao, J., Bozkurt, A., Nichols, M., Pazuerk, Al., Stracke, C., Bai, J., Farrow, R., Mulligan, D., Nerantzi, C., Charma, R., Singh, L. Frumin, I., Swindell, A., Honeychurch, S., Bond, M., Dron, J., **Moore, S.**, Leng, Slagter van Tryon, P., Garcia, M., Terentev, E., Tlili, A., Chiu, T., Hodges, C., Jandric, P., Sidorkin, A., Crompton, H., Hrastinski, S., Koutropoulos, Ap., Cukurova, M., Shea, P., Watson, S., Zhang, K., Lee, K., Costello, E., Sharples, M Vorochkov, A., Alexander, V., Bali, M., Moore, R., Zawacki-Richter, O., Asino, T., Huijser, H., Zheng, C., Sani-Bozkurt, S., Duarte, J., and Themeli, C. (accepted, online first). Venturing into the unknown: Critical insights into grey areas and pioneering future directions in educational generative AI research. *TechTrends*. <https://doi.org/10.1007/s11528-025-01060-6>

Peer Reviewed Articles, Published (27)

Ponzillo-Heath, M. and **Moore, S.** (2024). It's not context, it's contextualization: Grounding TPACK in technology ethics and technosocial landscapes. *Computers and Education Open*, 7. <https://doi.org/10.1016/j.caeo.2024.100204> (Impact factor: 4.1)

Moore, S., Howard, C., Boling, E., Leary, H., & Hodges, C. (2024). Research methods for design knowledge: Time for clarity in definitions, methods, and reporting. *Educational Technology*

- Research & Development*, 72(2), 2679-2703. <https://doi.org/10.1007/s11423-023-10271-8> (Impact factor: 5.0)
- Stefaniak, J. and **Moore, S.** (2024). The use of generative AI to support inclusivity and design deliberation for online instruction. *Online Learning Journal*, 28(3), 181-206. <https://doi.org/10.24059/olj.v28i3.4458> (CiteScore: 7.5)
- Moore, S.**, Hedayati-Mehdiabadi, A., Kang, P., & Law, V. (2024). The change we work: Agency and ethics in emerging AI technologies. *TechTrends*, 68, 27-36. <https://doi.org/10.1007/s11528-023-00895-1> (Impact factor: 2.5)
- Moore, S.**, Baca, O., & Ahrens, C. (2023). Learning technologies for adult literacy: A systematic scoping review and evidence & gap map. *Educational Technology Research & Development*, 71(6), 2195-2219. <https://doi.org/10.1007/s11423-023-10270-9> (Impact factor: 5.0)
- Glaser, N., & **Moore, S.** (2023). Redefining immersive technology research: Beyond media comparisons to holistic learning approaches. *Digital Psychology*, 4(1S), 4–8. <https://doi.org/10.24989/dp.v4i1S.2272>
- Lachheb, A., Abramenska-Lachheb, V., **Moore, S.**, & Gray, C. (2023). The role of design ethics in maintaining student privacy: A call to action to learning designers in higher education. *British Journal of Educational Technology*, 54(6), 1653-1670. <https://bera-journals.onlinelibrary.wiley.com/doi/10.1111/bjet.13382> (Impact factor: 6.6)
- Moore, S.** & Hodges, C. (2023). Emergency remote teaching. *EdTechnica: The open encyclopedia of educational technology*. A. Bozkurt and R. Kimmons (Eds.). https://edtechbooks.org/encyclopedia/emergency_remote_teaching
- Moore, S.**, & Tillberg-Webb, H. (2022). Mediating artifacts: Ethical, social and political dimensions of content and media selection and design. *Journal of Applied Instructional Design*, 11(4). <https://dx.doi.org/10.51869/114/smhtwdm>
- Moore, S.** & Hong, J. (2022). Designing a virtual practicum to prepare teachers for online instruction: Developing confidence and competence through an online field experience. *International Journal of Designs for Learning*, 13(2), 70-86. <https://doi.org/10.14434/ijdl.v13i2.33417>
- Moore, S.**, Veletsianos, G., & Barbour, M.K. (2022). A synthesis of research on mental health and remote learning: The questionable-cause logical fallacy and modality scapegoating are obscuring useful insights. *OTESSA Journal*, 2(1), 1-19. <https://doi.org/10.18357/otessaj.2022.1.1.36>

- Moore, S. & Piety, P.** (2022). Online learning ecosystems: Comprehensive planning and support for distance learners. *Distance Education*, 43(2), 179-203.
<https://doi.org/10.1080/01587919.2022.2064820> (Impact factor: 7.3)
- Moore, S.** (2021). The design models we have are not the design models we need. *The Journal of Applied Instructional Design*, 10(4). <https://dx.doi.org/10.51869/104/smo>
- May, D., Wold, K., & **Moore, S.** (2015). Using interactive online role-playing simulations to develop global competency and to prepare engineering students for a globalised world. *European Journal of Engineering Education*, 40(5), 522-545.
<https://doi.org/10.1080/03043797.2014.960511> (Impact factor: 2.3)
- May, D., Wold, K. & **Moore, S.** (2014). Developing cultural competencies through transnational learning experiences in active online learning environments. *International Journal of Engineering Pedagogy*, 4(5), 12-19. <https://www.learntechlib.org/p/207344/> (Impact factor: 0.46)
- Moore, S.**, Ellsworth, J., & Kaufman, R. (2011). Visions and missions--are they useful? A quick assessment. *Performance Improvement*, 50(6), 15-24. <https://doi.org/10.1002/pfi.20222>
- Ellsworth, J. B., Harris, P., & **Moore, S.** (2011). The purpose project: Of school reform, Covey, and Sun Tzu: The Conversation Begins. *TechTrends*, 55(5), 20-23.
<https://doi.org/10.1007/s11528-011-0523-7> (Impact factor: 2.5)
- 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.
<https://doi.org/10.1002/piq.20055> (Impact factor: 0.242)
- Moore, S.L.**, Ellsworth, J., & Kaufman, R. (2008). Objectives: Are they useful? A Quick Assessment. *Performance Improvement*, 47(7), 41-47. <https://doi.org/10.1002/pfi.20015>
- Moore, S. L.** (2008). Mutual dividends. *TechTrends*, 52(3), 19. <https://doi.org/10.1007/s11528-008-0148-7> (Impact factor: 2.5)
- Moore, S.L.** (2007). David H. Rose, Anne Meyer, Teaching every student in the digital age. *Educational Technology Research & Development*, 55(5), 521-525.
<https://doi.org/10.1007/s11423-007-9056-3> (Impact factor: 5.0)
- Moore, S.L.**, Brethower, D., & Kaufman, R. (2007). Learning objects: Solutions in search of problems? *Performance Improvement*, 47(1): 5-8. <https://doi.org/10.1002/pfi.173>
- Moore, S.L.** (2006). Systemic change as an anchor point for professional ethics and action. *TechTrends* (50)2, 20-26. <https://www.learntechlib.org/p/166383/> (Impact factor: 2.5)
- Allen, S., Mims, C., **Roberts, S.**, Kim, B. & Ryu, J. (2004). Internship experience: Engaging in the

big discourse. *TechTrends* (48)1, 44-48. <https://doi.org/10.1007/BF02784864> (Impact factor: 2.5)

Roberts, S., Conn, C., Lohr, L., Hunt, E. & Duffy, A. (2003). Not another ID model. *TechTrends* (47)4, 15-20. <https://doi.org/10.1007/BF02763507> (Impact factor: 2.5)

Lowell, N & **Roberts, S.** A primer on building web sites for the blind. (2002). *TechTrends* (45)1. p 32. <https://doi.org/10.1007/BF02763374> (Impact factor: 2.5)

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. <https://doi.org/10.1177%2F0145482X0109501003> (Impact factor: 1.1)

Peer Reviewed Proceedings, Published (17)

Moore, S., Barbour, M., & Veletsianos, G. (2022). Online or remote learning and mental health. OTESSA Proceedings, virtual conference 2022. <https://doi.org/10.18357/otessac.2022.2.1.156>

Moore, S. (2022). The joyous paradox of making the multitude the norm: Blended learning as a reconstructive act. *Blended Learning: Engaging Students in the New Normal Era, Conference Proceedings*, 15th International Conference, ICBL 2022, Hong Kong, China, July 19-22, 2022. https://doi.org/10.1007/978-3-031-08939-8_3

Moore, S., Andrews, C. & Porta, L. (2017). In their own words: Using open education as a generative learning strategy to create a multi-author open resource on educational technology as a socio-technical system. In J. Johnston (Ed.), *Proceedings of EdMedia 2017* (pp. 875-878). Washington, DC: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/178398/>.

Bollenbach, K., Powell, E., **Moore, S.** & Groves, J. (2014). Building a healthy online student community through education environment design. *Proceedings of ASEE Annual Conference & Exposition 2014*. ASEE. <https://peer.asee.org/20130>

Wold, K. & **Moore, S.** (2013). The impact of role-play simulations on global competency in an online transnational engineering course. *Proceedings of ASEE Annual Conference & Exposition 2013*. ASEE. <https://peer.asee.org/22594>

May, D. & **Moore, S.** (2013). “Engineering the future: A global endeavor”: An online course for transnational learning experiences with German and US students. *2013 1st International*

- Conference of the Portuguese Society for Engineering Education (CISPEE)*, 2013, pp. 1-10.
<https://doi.org/10.1109/CISPEE.2013.6701959>
- Moore, S.** & May, D. (2012a). Transnational collaborative learning for engineering students through active online environments: Developing “global perspective” for US and German students. *2012 15th International Conference on Interactive Collaborative Learning (ICL)*, 2012, pp. 1-10. <https://doi.org/10.1109/ICL.2012.6402081>
- Moore, S.** & May, D. (2012b). Global perspectives for engineering students: The use of active online environments for cross-cultural learning. In T. Amiel & B. Wilson (Eds.), *Proceedings of EdMedia 2012--World Conference on Educational Media and Technology*, pp. 1773-1782. Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/primary/p/40985/>
- Moore, S.** & May, D. (2012c). Online course: Engineering the future – a global endeavor. *Proceedings of the 2012 IEEE Global Engineering Education Conference (EDUCON)*, p. 1-7.
<https://doi.org/10.1109/EDUCON.2012.6201096>
- Warren, S. & **Moore, S.** (2012). Supporting online undergraduate engineering education: Best practices and lessons learned. In T. Amiel & B. Wilson (Eds.), *Proceedings of EdMedia 2012--World Conference on Educational Media and Technology* (p. 1788). Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/primary/p/40989/>.
- Warren, S. & **Moore, S.** (2011). Cross-institutional online engineering tutoring: Implementation of tutoring at a distance. *2011 IEEE 11th International Conference on Advanced Learning Technologies*, p. 184-186. <https://doi.org/10.1109/ICALT.2011.59>
- Moore, S. L.**, Groves, J. (2010). Expansion of an undergraduate engineering degree program to include fully on-line students at a distance. *2010 IEEE Frontiers in Education Conference (FIE)*, pp. T4D-1 – T4D-3. <https://doi.org/10.1109/FIE.2010.5673284>
- Moore, S. L.**, van Schaack, A., Groves, J. (2010). Electronic inking without the tablet: Instructional applications and findings on use of the Livescribe Smartpen. *2010 IEEE Frontiers in Education Conference (FIE)*, pp. S1B-1 – S1B-2. <https://doi.org/10.1109/FIE.2010.5673646>
- 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. <https://eric.ed.gov/?id=ED499961>
- 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.

<https://archive.org/details/changingtidessel00inte>

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. <https://archive.org/details/changingtidessel00inte>

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. <https://files.eric.ed.gov/fulltext/ED470066.pdf>

Peer Reviewed Chapters, Accepted and Under Review (2)

Moore, S. (under review). Ethics in design: Practical strategies for embedded ethics in digital learning design and development. In T. Asino (Ed.), *Learning in the Digital Age, 2nd ed.*

Moore, S. (accepted, in-press). Disciplinary influence in blended learning design: A multi-case study. In P. Misra, S. Panda, and S. Mishra (Eds.), *Case Studies on Blended Learning in Higher Education*, Springer.

Peer Reviewed Chapters, Published (10)

Moore, S. & Tillberg-Webb, H. (2024). Professional ethics: Design practices for an embedded approach. R. Reiser, J. Dempsey, and A. Carr-Chelman (Eds.). *Trends and Issues in Instructional Design and Technology, 5th ed.* Pearson.

Moore, S. & Tillberg-Webb, H. (2024). Andy Parker and Casie Hammond: Designing online labs for undergraduate engineering education. *The ID Casebook: Case studies in instructional design, 6th ed.* P. Ertmer, J. Stefaniak, K. Glazewski, and A. Koehler (Eds.).

Moore, S., Tillberg-Webb, H., & Lachheb, A. (2023). Ethics and design: Companions for professional practice. In R. West and H. Leary (Eds.), *Becoming an LIDT Professional*. https://edtechbooks.org/becoming_an_lidt_pro/professional_ethics_for_lidt_as_reflection_interrogation_and_design

Moore, S. & Griffin, G. (2021). Integrating ethics into the curriculum: A design-based approach for preparing professionals to address complex problem spaces. In *Instructional Practices and Considerations for Training Educational Technology and Instructional Design Professionals*. Eds. J. Stefaniak and R. Reese. Routledge. <https://doi.org/10.4324/9781003109938>

Hodges, C., **Moore, S.**, Lockee, B., Bond, A. & Jewett, A. (2021). 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.

https://doi.org/10.1007/978-981-15-7869-4_3

Moore, S. & Dickson-Deane, C. (2021). Behind the curtain: Understanding the review and publishing process for a peer-reviewed research journal in higher education. In *What Journal Editors Wish Authors Knew about Academic Publishing*. Eds. R. Harthorne, R. Ferdig, and G. Bull. https://www.learntechlib.org/primary/p/219093/ebook_219093.pdf#page=62

Moore, S., May, D., & Wold, K. (2016). Developing cultural competency in engineering through transnational distance learning. In S. Frerich, T. Meisen, A. Richert, M. Petermann, S. Jeschke, U. Wilkesmann, and A.E. Tekkaya (Eds.), *Engineering education 4.0: Excellent teaching and learning in Engineering Sciences* (777-798). Springer. https://doi.org/10.1007/978-3-319-46916-4_62

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). Springer. https://doi.org/10.1007/978-1-4614-3185-5_10

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. https://doi.org/10.1007/978-3-319-00927-8_11

Moore, S., May, D., & 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). Information Science Reference, IGI Global. <https://doi.org/10.4018/978-1-4666-0206-9.ch013>

Editorials & Editor-Reviewed, Published (8)

Moore, S. & Marzban, F. (2024). Supporting the whole student: Online learner mental health as a grand challenge. *Distance Learning*, 21(3), 19-26. <https://link-gale-com.libproxy.unm.edu/apps/doc/A813248039/PPRF?u=albu78484&sid=bookmark-PPRF&xid=fdc631c1>

Bozkurt, A., Xiao, J., Farrow, R., Bai, J. Y. H., Nerantzi, C., **Moore, S.**, Dron, J., Stracke, C. M., Singh, L., Crompton, H., Koutropoulos, A., Terentev, E., Pazurek, A., Nichols, M., Sidorkin, A. M., Costello, E., Watson, S., Mulligan, D., Honeychurch, S., Hodges, C. B., Sharples, M., Swindell, A., Frumin, I., Tlili, A., Slagter van Tryon, P. J., Bond, M., Bali, M., Leng, J., Zhang, K., Cukurova, M., Chiu, T. K. F., Lee, K., Hrastinski, S., Garcia, M. B., Sharma, R. C., Alexander, B., Zawacki-Richter, O., Huijser, H., Jandrić, P., Zheng, C., Shea, P., Duarte, J.

M., Themeli, C., Vorochkov, A., Sani-Bozkurt, S., Moore, R. L., & Asino, T. I. (2024). The manifesto for teaching and learning in a time of generative AI: A critical collective stance to better navigate the future. *Open Praxis*, 16(4), pp. 487–513.

<https://doi.org/10.55982/openpraxis.16.4.777>

Moore, S. (2022, July 12). Reclaiming resilience: Building better systems of care. *Educause Review*. <https://er.educause.edu/articles/2022/7/reclaiming-resilience-building-better-systems-of-care> (editor's pick)

Moore, S., Trust, T., Lockee, B., Bond, A., & Hodges, C. (2021, Nov. 10). One year later ... and counting: Reflections on emergency remote teaching and online learning. *Educause Review*. <https://er.educause.edu/articles/2021/11/one-year-later-and-counting-reflections-on-emergency-remote-teaching-and-online-learning>

Moore, S. L. (2020). *Designing interactive online courses – Quick Reference Guide*. Norton.

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

Hodges, C., **Moore, S.**, Lockee, B., Trust, T., & Bond, A. (2020, March 27). The difference between emergency remote teaching and online learning. *Educause Review*: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

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

Reports (3)

Moore, S., Baca, O., & Ahrens, C. (2023). *Learning technologies for adult literacy*. Barbara Bush Foundation. <https://www.barbarabush.org/wp-content/uploads/2023/11/Report-Moore-et-al-2023-Learning-Tech-for-Adult-Literacy-State-of-the-Research-and-Opportunities-Final.pdf>

Barbour, M. K., LaBonte, R., Kelly, K., Hodges, C., **Moore, S.**, Lockee, B., Trust, T., Bond, A., & Hill, P. (2020). *Understanding pandemic pedagogy: Differences between emergency remote, remote, and online teaching*. Canadian eLearning Network. <https://k12sotn.ca/wp-content/uploads/2020/12/understanding-pandemic-pedagogy.pdf>

This report was announced on the *State of the Nation: K-12 e-Learning in Canada* project

website at <https://k12sotn.ca/blog/announcing-special-report-understanding-pandemic-pedagogy-differences-between-emergency-remote-remote-and-online-teaching/>

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.

Peer Reviewed Articles and Chapters, In Preparation (7)

Moore, S. & Stefaniak, J. (proposal submitted 6/2025). Reframing teacher and learner relationships with AI and emerging technologies: Autonomy support for centering learning and moral agency.

Moore, S., Law, V., Jimenez, M., Ahrens, C. & Bandara, K. (to be submitted 4/2025). Eye movement and adult literacy: A predictive validity study.

Moore, S. & Hoffman, A. (to be submitted 05/2025). The purposes of teacher induction: Differences between compliance, performance, and care orientations.

Moore, S., Estes, M., & Shifflet, J. (to be submitted 07/2025). Towards a theory of accessible learning and technology design.

Moore, S. & Hoffman, A. (to be submitted 07/2025). Systemic supports and needs for new teacher induction in medium and small school districts in Virginia.

Moore, S., Sanchez, R., Bandara, K., Swann, B., Gordon, A., & Larranaga, C. (to be submitted 8/2025). Trend analysis of research on online learning for adults, 2013-2023.

Moore, S., Bandara, K., & Law, V. (to be submitted 8/2025). Needles in the hay: Developing a framework to help evaluate and select educational technologies for adult literacy.

Invited Articles (3)

Moore, S. (under review). Grand challenges in instructional design and technology: Developing a strategic plan for coordinated research and development. *Journal of Computing in Higher Education*.

Roberts, S. (2003). Instructional design and accessibility: Cognitive curb cuts. AECT Distance Learning Division.

Professional Presentations

Peer Reviewed Presentations (80)

The following are abbreviated in citations below:

- Association for Educational Communications and Technology (AECT)
- American Education Research Association (AERA)
- Association for the Advancement of Computing in Education (AACE)
- Open/Technology in Education, Society, and Scholarship Association (OTESSA)

Moore, S., Lachheb, A., & Abramenska-Lachheb, V. (2025). Applied ethics as reflection, interrogation and design: Insights from instructional design cases. AERA. Denver, CO. (best paper nominee)

Moore, S. (2025). Navigating ethical challenges in AI for instructional design: Strategies and solution. As part of the panel: Moore, S. (Chair), Kim, C. (Organizer), Estes, M., and Bagdy, L., Confronting complex educational challenges in instructional design and technology research and practice. AERA. Denver, CO.

Moore, S., Bigger, K., Brown, K., Vincis, M., Lobo, V., Ghailan, F. & Shermeyer, C. (2024, Oct. 7). Panel: Educational technology, literacy, and libraries. ProLiteracy. Baltimore, MD.

Tillberg-Webb, H. and **Moore, S.** (2024, June 17). Procurement and vendor relations as leverage points for ethics in ed tech. OTESSA 2024, virtual.

Moore, S. and Bandara, K. (2024, June 21). The role of identities, agency, and ethics in defining “progress” for educational technologies: A discourse analysis. OTESSA 2024, virtual.

Moore, R., Blackmon, S., Moore, S., and Ifenthaler, D. (2023, October 18). Panel: Ethics and learning analytics. AECT, Orlando, FL.

Moore, S., Law, V. & Bandara, K. (2023, October 17). Eye movement and adult literacy. AECT, Orlando, FL.

Stefaniak, J., **Moore, S.**, Sockman, B. & Bond, A. (2023, October 16). Panel: Systemic thinking to impact distance education. AECT, Orlando, FL.

Lachheb, A. & **Moore, S.** (2023, October 15). Impacting student learning through design ethics: From good intentions to practical designerly tools. (workshop) AECT, virtual.

Moore, S., Howard, C., Boling, E., Leary, H., Hodges, C. (2023, October 15). Research methods for design knowledge: Time for clarity in definitions, methods, and reporting. (workshop) AECT, virtual.

- Moore, S.** (July 28, 2023). Ethics as reflection, interrogation, and design. MYFest, virtual.
- Moore, S.** (May 4, 2023). Design, reflection, and interrogation: A framework for ethics in educational technology. AERA, virtual.
- Moore, S.,** Barbour, M., & Veletsianos, G. (2023, April 15). Questionable-cause logical fallacy and modality scapegoating: Synthesis of research on mental health and remote learning. AERA, Chicago, IL, United States.
- Blackmon, S., Ifenthaler, D., & **Moore, S.** with Moore, R. (moderator). (2022, Dec. 7). Ethical considerations for AI and learning analytics. EmpoweringLearners.ai. United States, virtual.
- Lachheb, A. & **Moore, S.** (2022, October 26). Impacting student learning through design ethics: From good intentions to practical designerly tools. (workshop) AECT, Las Vegas, NV, United States.
- Moore, S.,** Howard, C., Boling, E., Leary, H., Kenny, R. & Gunter, G. (2022, October 28). Research methods for design knowledge: Time for clarity in definitions, methods, and reporting. (workshop) AECT, Las Vegas, NV, United States.
- Moore, S.** & Jennings, P. (2022, October 27). SEAL: Social and Emotional Academic Learning. AECT, Las Vegas, NV, United States.
- Walters, K., Giacumo, L., Kopcha, T., Asino, T., **Moore S.,** Soken, A., Chandler, C. & Green, K. (2022, October 27). Negotiating issues of social justice in learning design research and practice. (panel) AECT, Las Vegas, NV, United States.
- Miller, C., Piña, A., **Moore, S.,** Johnson, T., Specter, M., Boling, E., & Kimmons, R. (2022, October 27). AECT Publishing Panel. AECT, Las Vegas, NV, United States.
- Budhrani, K., Dennen, V., Hodges, C., Ifenthaler, D., **Moore, S.,** & Ritzhaupt, A. (2022, October, 25). Panel: Leading student success through editorship, journals, and *Major Reference Works*.
- Moore, S., Veletsianos, G., & Barbour, M. (2022, May 16). Online or remote learning and mental health. OTESSA 2022 conference. Canada, virtual.
- Kim, M. (facilitator), Boling, E., & **Moore, S.** (2021, April 9). Meeting with journal editors. AERA. Virtual conference.
- Peterson, S., **Moore, S.,** Dinsmore, T. & Mendoza, C. (2021, Nov. 10) Leading initiatives to advance literacy through technology. AWE Virtual, Augmented, and Extended Reality Conference. Santa Clara, CA, United States.

- Warren, S., **Moore, S.**, Lin, L., Tillberg-Webb, H., Leary, H., & Beck, D. (2021, Nov. 5). Ethical issues in practical problems: Implications for design, decision making, and leadership. AECT. Hybrid conference, presented virtually.
- Moore, S.** & Tillberg-Webb, H. (2021, Nov. 5). *Ethics and educational technology: Reflection, interrogation, and design as a framework for practice* (book talk). AECT. Hybrid conference, presented virtually.
- Moore, S.** & Dousay, T. (2021, Nov. 5). *Learning & Instructional Design and Technology in the Mirror: Integrating ethics and social responsibility into research and practice* (edited book talk). AECT. Hybrid conference, presented virtually.
- Moore, S.**, Baca, O., & Anderson, A. (2021, Nov. 4). The use of learning technologies for adult literacy: A scoping review and evidence & gap map. AECT. Hybrid conference, presented virtually.
- Milman, N., **Moore, S.**, Lockee, B., Jones, M. & Bond, A. (2021, Nov. 4). Public scholarship and engagement scholarship (panel). AECT. Hybrid conference, presented virtually.
- Asino, T. (Moderator), Moore, J., Young, P., **Moore, S.**, Romero-Hall, E., Vasconcelos, L., Greenhalgh, S., & Reyes, D.C. (2021, Nov. 4). The AECT Great Debate. AECT. Hybrid conference, presented virtually.
- Moore, S.** & Hoffman, A. (2020, October). An Analysis of School Division Needs on New Teacher Induction. AECT, virtual.
- Ellsworth, J. & **Moore, S.** (2020, October). Situated Practicum Design for Workplace Learning and Credentialing. AECT, virtual.
- Moore, S.**, Estes, M. & Shifflett, J. (2020, October). Designing for Learner Diversity: Applying Message Design Theories and Principles to Improving Learning Access. (full-day workshop) AECT, virtual.
- Ellsworth, J., Wagner, E. & **Moore, S.** (2020, October). The Decision Maker's "2": Intelligence for Educational Technology Leadership. AECT, virtual.
- Greenhalgh, S., Lourinho Moura do Valle, N., Ifenthaler, D., Ritzhaupt, A. & **Moore, S.** (2020, October). Panel: Ethical Issues in Data-Rich Educational Technology Research. AECT. Virtual.
- Duha, S., Arslan, O. & **Moore, S.** (2020, October). Panel: Tips and Tricks for Journal Publishing – Advice from the Editors. AECT, virtual.

- Hoffman, A., & **Moore, S.** (2020, February). Microlearning: Reimagining Professional Learning as a Bridge between Teacher Preparation and Induction. American Association of Colleges for Teacher Education (AACTE), Atlanta, GA, United States.
- Hoffman, A. & **Moore, S.** (2019, December). 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, United States.
- Moore, S.**, Stefanik, J., & Dickson-Deane, C. (2019, October). Roundtable: Meet the Editors (JCHE). AECT, Las Vegas, NV, United States.
- Moore, S.** & Ritzhaupt, A.D. (2019, October). GSA: Tips and Tricks for Journal Publishing – Advise from the Editors. AECT, Las Vegas, NV, United States.
- Moore, S.**, Murtaugh, M., & Resig, J. (2019, October). GSA: The AECT Intern Program. AECT, Las Vegas, NV, United States.
- Sorenson, C. & **Moore, S.** (2018, October). AECT Foundation: Learn what it is and what it does for AECT and its members. AECT, Kansas City, KS, United States.
- Moore, S.**, Bishop, M.J., Specter, M., Persichitte, K., & Hodges, C. (2017, October). Presidential Session Panel – Research in educational technology decision making and leadership: Implications and opportunities for AECT. AECT, Jacksonville, FL, United States.
- Moore, S.**, Andrews, C., & Porta, L. (2017, June). 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. AACE – EdMedia, Washington, DC, United States.
- Hong, J. & **Moore, S.** (2016, October). Developing confidence and competence in online instruction. AECT, Jacksonville, FL, United States.
- Moore, S.** (2012, July). Ethics as design: Rethinking professional ethics as part of the design domain. AECT Summer Research Symposium, Louisville, KY, United States.
- Moore, S.** & May, D. (2012, June). Global Perspectives for Engineering Students: The Use of Active Online Environments for Cross-Cultural Learning. AACE – EdMedia, Denver, CO, United States.
- Kaufman, R., & **Moore, S.** (2012, April). Useful planning for worthy results. International Society for Performance Improvement (ISPI), Toronto, Canada.
- Moore, S.**, Harris, P., & Ellsworth, J. (2010, October). The purpose of public education: AECT 2010 Assembly on the vision and mission of public education in the United States – a system design perspective. AECT, Anaheim, CA, United States.

- Moore, S.** & Groves, J. (2010, October). Expansion of an undergraduate engineering degree program to include fully on-line students at a distance. *Frontiers in Engineering Education (FIE)*, Washington, DC, United States.
- Moore, S.**, van Schaack, A., & Groves, J. (2010, October). Electronic inking without the tablet: Instructional applications and findings on use of the Livescribe Smartpen. *Frontiers in Engineering Education (FIE)*, Washington, DC, United States.
- Kjellstrom, W., Bull, G., & **Moore, S.** (2010, June). Personal fabrication systems in the classroom: Lessons, examples, and learning. *International Society for Technology in Education (ISTE)*, Denver, CO, United States.
- Chow, A., Whitlock, M., & **Moore, S.** (2009, October). Leadership and systemic educational change. *AECT*, Louisville, KY, United States.
- Tillman, D., **Moore, S.** & Tillberg-Webb, H. (2009, October). Digital narratives: Techniques and design considerations for effective living histories and documentaries (Workshop). *AECT*, Louisville, KY, United States.
- Moore, S.** & Groves, J. (2009, June). Providing access to undergraduate engineering education: Engineers PRODUCED in Virginia. *AACE – EdMedia*, Honolulu, HI, United States.
- Moore, S.** (2008, October). Ethics by design: A study and exploration of the social responsibility of the instructional design profession. *AECT*, Orlando, FL, United States.
- Varner, B., & **Moore, S.** (2008, April). Web 2.0 applications for composition instruction. *Conference on College Composition and Communication*, Greeley, CO, United States.
- Chow, A., Whitlock, M., & **Moore, S.** (2007, July). Seamless education: The educational conspiracy across stakeholders in georgia, Pi Lambda Theta, Richmond, VA, United States.
- Moore, S.** (2006, October). Exploring the world of play: The gaming table. *AECT*, Dallas, TX, United States.
- Roberts, S.**, Estes, M. & MacDonald, L. (2005, October). Universal design for learning: Putting it into practice and to the test. *AECT*, Anaheim, CA, United States.
- Roberts, S.**, Rieber, L., MacDonald, L. & Estes, M. (2004, October). Universal design for learning: Exploring possibilities, issues, and application. *AECT*, Anaheim, CA, United States.
- Roberts, S.**, & Winograd, D. (2004, October). A case-based approach to teaching graduate students about accessibility and universal design: Cross-country collaboration for quality results. *AECT*, Anaheim, CA, United States.

- Roberts, S.**, Rial, A., Gall, J., Lohr, L., Hunt, E., & Falvo, D. (2004, October). Redundancy and contiguity: A pilot study on the promises of cognitive load and dual coding for instructional materials design. AECT, Anaheim, CA, United States.
- Ellsworth, J. & **Roberts, S.** (2004, October). What are we missing: Educational technology, ethics, and the human condition. AECT, Anaheim, CA, United States.
- Conn, C., **Roberts, S.**, Lohr, L., Bell, A., & Hunt, E. (2004, October). Conducting a qualitative cost-benefit analysis: Determining whether to migrate to Blackboard. AECT, Anaheim, CA, United States.
- Roberts, S.** & Lohr, L. (2003, October). Redundancy and contiguity: The promise of cognitive load and dual coding for multimedia instruction. International Visual Literacy Association (IVLA), Newport, RI, United States.
- Lohr, L. & **Roberts, S.** (2003, October). The promise of memory research for instructional visual design. International Visual Literacy Association (IVLA), Newport, RI, United States.
- Allen, S., **Roberts, S.**, Kim, B., Ryu, J. & Mims, C. (2003, October). Finding your niche in AECT: From graduate student to seasoned professional. AECT, Anaheim, CA, United States.
- Trimble, M. & **Roberts, S.** (2003, October). Progressing through the CBAM: The EQUIP Project after year one. AECT, Anaheim, CA, United States.
- Roberts S.**, Gilbert, P. & Winograd, D. (2003, October). Division of Distance Learning issue oriented paper/online discussion project: Author symposium. AECT, Anaheim, CA, United States.
- Roberts, S.** (2003, October). Beyond Bobby: Physical accessibility isn't enough. Closing the Gap (CTG), Minneapolis, MN, United States.
- Lowell, N., Winograd, D., **Roberts, S.**, & Wiley, D. (2002, November). Panel Discussion – Beyond the classroom: Using distance education to transcend the classroom experience. AECT, Dallas, TX, United States.
- Roberts, S.**, Lowell, N., Conn, C., Qin, C., & Yang, L. (2002, November). Web sights: Non-visual access to a graphical medium. AECT, Dallas, TX, United States.
- Lowell, N. & **Roberts, S.** (2000, October). Building websites for the blind. AECT, Denver, CO, United States.
- Parsons, C. & **Roberts, S.** (2000, October). Using Dreamweaver and Flash for instructional design. AECT, Denver, CO, United States.

Lohr, L., & **Roberts**, S. (2000, October). Instructional applications of typography. AECT, Denver, CO, United States.

Persichitte, K., Lowell, N., & **Roberts**, S. (2000, October). Distance learning and the visually impaired: A work in progress. AECT, Denver, CO, United States.

Persichitte, K., Lowell, N., & **Roberts**, S. (2000, June). Distance learning and the visually impaired: A work in progress. AACE – EdMedia, Montreal, Quebec, Canada.

Roberts, S. (1999, October). Moving to new media: The educational politics of information technologies. Rocky Mountain Modern Language Association, Santa Fe, NM, United States.

Roberts, S. (1996, April). Wars and Pigs' Tails: The search for meaning in Gabriel Garcia Marquez's *One Hundred Years of Solitude*. Sigma Tau Delta, Albuquerque, NM, United States.

Roberts, S. (1995, April). The path and place of feminine identity in Sandra Cisneros' *The House on Mango Street*. Weber State University, Ogden, UT, United States.

Invited Presentations, Including as Keynote, Discussant, and Featured Speaker (56)

Moore, S. (2025, Jan. 23). Authentic assessment: Designing assessments for learning in any modality. Learning Professional Question and Answer, Air Education and Training Command, United States Air Force. [invited presentation]

Hahn, M. (Organizer), Bullock, J. (Chair), Adeoye, A., Jensen, G., Scott, J., **Moore, S.** & O'Brien, B.C. (2025). Div I Fireside Chat: Ethical challenges in professional practice: Balancing responsibility and accountability. AERA. Denver, CO.

Moore, S. (2024, Sept. 13). Adult literacy as a grand challenge for learning design and research: A call to action for immersive learning design developers and researchers. iLRN. [virtual webinar]

Moore, S. (2024, June 17). Grand challenges in instructional design and technology: Developing a strategic plan for coordinated research and development. OTESSA 2024. [virtual keynote]

Moore, S. (2023, October 2-6). Series of presentations and talks at the Cambodian embassy on online and digital learning in higher education. US Speakers Program, Cambodia, in-person. [invited presentations and meetings]

Moore, S. (2023, July 19). Fundamental design differences: In-person, hybrid, and online learning. Air Education and Training Command, United States Air Force. [invited presentation]

Moore, S. (2023, May 24). Effective online learning. Learning Professional Question and Answer, Air Education and Training Command, United States Air Force. [invited presentation]

- Moore, S.** (2023, Feb. 23). Moral imagination for educational technology: Weaving ethical considerations into instructional specifications. Kawartha Teaching & Technology Day, Centre for Teaching and Learning, Trent University, Canada. [keynote]
- Moore, S.** (2022, Nov. 7). Ethics in instructional design. Invited guest lecture for advanced instructional design class, taught by Jill Stefaniak. University of Georgia, Athens, GA. [invited presentation]
- Moore, S.** (2022, Nov. 7). Online learning ecosystems. Invited guest lecture for class on online learning systems, taught by Curt Bonk. Indiana University, Bloomington, IN. [invited presentation]
- Moore, S.** (2022, October 14). Blended learning: Reframing fragmentation into a multitude. Middlebury College, Middlebury, VT. [guest speaker]
- Moore, S.** (2022, October). Social and emotional learning online. AECT Graduate Student Assembly: Conversations with Experts. Association for Educational and Communications Technologies. Las Vegas, NV. [featured speaker]
- Moore, S.** (2022, September 20). Learning Ecosystems: Leveraging Technologies for Strategic Resilience. Touro University, New York City, NY. [guest speaker]
- Moore, S.** (2022, July 21). The Joyous Paradox of Making the Multitude the Norm: Blended Learning as a Reconstructive Act. 15th International Conference on Blended Learning (ICBL 2022) and 8th International Symposium on Educational Technology (ISET 2022). Hong Kong. [keynote]
- Hodges, C. & **Moore, S.** (2022, July 21). Two years later: Reflections on online and blended learning in higher education. Zoom Education Summit 2022. Online. Facilitated by Ted Brodheim, CIO Advisor for Education at Zoom. [keynote panel]
- Moore, S.** (2022, July 12). Trust & Transparency: Building the organization we want. AECT Board of Directors. Bloomington, IN. [invited presentation]
- Moore, S.** (2022, June 27). Ethics as design for instructional design and technology. AECT Culture, Learning, and Technology division. [featured speaker]
- Moore, S.** (2022, May 17). Moving from Emergency Remote Teaching to Quality Online Experiences. OTESSA 2022 conference. Canada. [featured speaker]
- Stefaniak, J., Dousay, T., Neumann, K., & **Moore, S.** (2022, June 10). Systemic issues impacting higher education and implications for our field. Professors of Instructional Design and Technology. Online. [invited panel presentation]

Lockee, B., Jones, M., & **Moore, S.** (2022, June 3). Public scholarship in IDT. Professors of Instructional Design and Technology (PIDT). Online. [invited panel presentation]

Moore, S. (2022, April 14). Quality online learning: Going from emergency measures to research-based practices. OLC Innovate 2022. Dallas, Texas, United States. [featured speaker]

Moore, S. (2022, February 18). Effective Online Instruction: Insights from Research, Experience, and Students. OTEEx Conference 2022, Active Learning in Cyberspace. UNM Valencia. [keynote]

Moore, S. (2021, May 25). Institutional planning for online and blended learning in a post-COVID environment. American University of Bahrain E-Learning Virtual Conference 2021. Manama, Bahrain. [keynote]

Zabudsky, J. (Provost), Kok, E. (CEO), Al-Saie, H., AlBuainain, R., & **Moore, S.** (2021, May 25). Panel: Creating an engaging virtual learning experience: Methods and technologies. American University of Bahrain E-Learning Virtual Conference 2021. Manama, Bahrain. [keynote panel]

Moore, S. (2021, April 12). The worthwhileness of learning analytics: Going from data to information to intelligence. International Conference on Data Science, E-learning and Information Systems 2021. Petra, Jordan. [keynote]

Gunawardena, L., **Moore, S.** & Barrill, L. (2020, November 13). Online assessment methods for student-centered learning: Active learning, collaboration and application with authentic assessment. Sri Lanka Fulbright Commission. [invited presentation]

Gunawardena, L., **Moore, S.** & Barrill, L. (2020, October 1). Assessment of Learning Online. Sri Lanka Fulbright Commission. [invited presentation]

Moore, S. Summer 2020 through Fall 2022 – **US Speakers Program, US State Department** [featured speaker]

- Moroccan Embassy (June 2020) – Two-day series hosted by the Ministry of Education; Day 1 focused on research-based practices for effective online learning, Day 2 focused on system-level planning and features to support quality online learning.
- Poland (July 2020) – One session focused on characteristics of effective online instruction.
- Pakistan (July and August 2020) – Three-day series focused on assessment of online learning.
- Bosnia-Herzegovina (January 2021) – Five-day workshop with Civitas focused on effective online instruction with civics educators and school leaders across the country.
- Bangladesh (September 2021) – System-level planning and strategies for supporting online and blended learning in higher education.

- Lebanon (December 2022) – One session focused on resilience for higher education planning and flexibility
- Cambodia (October 2023) – Week-long visit to Phnom Penh with presentations for faculty, meetings with institutional leaders, and consultation with the Ministry of Education

Moore, S. (2020, July 15). Interaction in online learning. Albemarle County Public School District, Charlottesville, VA. [featured speaker]

Moore, S. (2017, December). Decision making for online and blended learning in K-12. Virginia School University Partnership, Charlottesville, VA, United states (and subsequent virtual meetings with districts across the state). [featured speaker]

Moore, S. (2017, October). Characteristics of effective online instruction. Virginia School University Partnership, Richmond, VA. [featured speaker]

Hollands, F., **Moore, S.**, Palmer, K., & Kilgore, W. (2017, May). EdTech Decision Making in Higher Education: Working Group B Findings. UVA, JEA, and Digital Promise EdTech Efficacy Symposium, Washington, D.C. [invited panel presentation]

Moore, S. (2017, April). Teaching design thinking: Instruction and evaluation for engineering education. Hubei Principals Program, Charlottesville, VA. [featured speaker]

Moore, S. (2017, January). Online teaching: Insights from research, practice – and students. Curry faculty retreat. Charlottesville, VA. [featured speaker]

Moore, S. (2015, November). Designing inquiry-based learning using online resources. Beijing Institute of Education – U.S. K12 Education Program, Charlottesville, VA. [featured speaker]

Moore, S. (2015, March). 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. [featured speaker]

Moore, S. (2011, November). Developing cultural competence in engineering through active online international environments. Frontiers of Engineering Education, National Academy of Engineering, Irvine, CA. [featured speaker]

Moore, S. (2011, October). Universal design for learning. Keeping the Young Mind in Mind, Conference hosted by Virginia Department of Education, JMU TTAC Training Event. [featured speaker]

Hilton, J. (CIO, UVa), 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.). (2009, October). The relationship of physical and virtual environments: The intersection of information and space. Universitas 21 Learning Environments Design Forum, Charlottesville, VA, United States. [invited panel presentation]

Roberts, S. (2004, January). Invited guest lecture for doctoral seminar class on universal design, taught by Michele Estes and Dr. Lloyd Rieber. University of Georgia, Athens, GA, United States. [invited presentation]

Roberts, S. (May, 2003). Universal design for learning: An overview and ideas for educational practices. presented to faculty at Aims Community College, Greeley, CO, United States. [featured speaker]

Roberts, S. (2003, January). Transcending the Classroom: Possibilities and Issues for Faculty and Students in Distance Education. University of Arizona, Tucson, AZ, United States. [featured speaker]

Ferrell, K. & **Roberts, S.**, (2000, March). Distance Education: A Success Story. Teacher's College and The Lighthouse, New York City, NY, United States. [invited presentation]

Media Recognition

- March 5, 2024, *Mayo Clinic Educator's Central*, Host: Stacy Craft, "[Bridging the distance in generative AI and education: From productivity to learning to ethics and creativity](#)"
- February 9, 2024, *Future Trends Forum*, Host: Bryan Alexander, "[Supporting Mental Health on Campus](#)"
- June 26, 2023, *EdTech Magazine*, "30 Higher Ed IT Influences to Follow in 2023," <https://edtechmagazine.com/higher/article/2023/06/30-higher-ed-it-influencers-follow-2023>
- May 18, 2023, *Getting' Air* podcast, Host: Terry Greene, [Stephanie Moore & Heather Tillberg-Webb](#).
- April 27, 2023, *Teaching in Higher Ed* (Times Higher Ed) podcast, Host: Bonni Stachowiak, [Episode 463: Ethics and Educational Technology](#)
- Fall 2022, Chickasaw Nation – [Profiles of a Nation](#)
- July 7, 2022, *EdTech Magazine*, [Navigating the world of online learning in higher ed](#) (media mention).

- March 18, 2021, *Teaching in Higher Ed* (Times Higher Ed) podcast, Host: Bonni Stachowiak, [Episode 353: How to bring art and science into online teaching](#).
- March 17, 2021, *Educause*, “Insights on Designing Flexible Courses,” <https://www.youtube.com/watch?v=MOxdqIcFtTg>
- January 22, 2021, *UNM Newsroom*, [OILS faculty member recognized for publications on online learning](#).
- January 13, 2021, *Educause Review*, [Pandemic Lessons for Course Design](#).
- September 2020, *Chronicle of Higher Education*, Report: *Online 2.0 – How to lead a large-scale transformation of virtual learning*, Section 2 – “Online Learning: What Does the Research Say?” <https://www.sfasu.edu/docs/envisioned/chron-of-higher-ed-online2.0.pdf>
- August 2020, *The Chickasaw Times*, “Chickasaw Expert’s Online Learning Specialty in High Demand,” <https://reader.mediawiremobile.com/ChickasawTimes/issues/206314/viewer?page=3>
- August 26, 2020, *Mindwires*, [Episode 15C: Rubric’s cube – Stephanie Moore and Jesse Stommel Interviews](#).
- Spring 2020, Elsevier Education, article top of list in “[Five Useful Resources for Online Learning](#).” (This article was widely shared on many university websites, newsletters, and news outlets. This is one example.)
- May 4, 2020, School of Education and Human Development, University of Virginia: [Finding the new normal of online learning](#) (interview).
- April 15, 2020, Impact Learning Podcast, Host: Maria Xenidou, [Unpacking Instructional Design and Online Learning with Stephanie Moore | IMPACT LEARNING \(simplecast.com\)](#)
- June 29, 2018, HPT Legacy Series, Host: Guy Wallace, [HPT Legacy Video: Stephanie Moore, PhD](#).
- March 18, 2015, *The Washington Post*, [The online learning experience](#) (interview).

Grants

External, Funded (Total = \$3,909,646)

Co-Principal Investigator, National Science Foundation, *NRT-AI: Responsive and Resilient AI for Autonomous Systems (RAISE)*, (FY24-29, \$2,879,083). With PI Meeko Oishi (UNM).

Principal Investigator, Open Textbook Pilot Program (UNM), *OER Creation for Online Learning and Leadership*, (FY25, \$9,850). With Co-PI Stephanie Spong.

Principal Investigator, College of University Libraries and Learning Sciences, Proposal for Pilot Funding to Study Generative AI and Learning (FY24-25, \$41,500). With Co-PIs Victor Law, Pill Kang and Amir Hedayati.

Principal Investigator, Barbara Bush Foundation and Dollar General Foundation, *Learning Technologies for Adult Literacy: Efficacy and Guidance for Strategic Funding and Development*, (FY2023, \$50,000 extension of original grant). With Co-PI Victor Law (UNM).

Principal Investigator, Barbara Bush Foundation and Dollar General Foundation, *Learning Technologies for Adult Literacy: Efficacy and Guidance for Strategic Funding and Development*, (FY20-22, \$150,000).

Principal Investigator, Office of Personnel Management (OPM), *Career-spanning Learning and Performance Support for HR Across the Federal Government: Federal HR Institute*, (FY19-20, \$237,563). With Co-PI Ginger Watson (UVA) and Co-PI James B. Ellsworth (independent).

Evaluator, National Science Foundation (NSF), *Moving Toward Stronger Communities of Inclusion: Identifying Challenges and Approaches Associated with Introductory Engineering Offerings*, (FY15-16, \$50,000). With PI Leigh Abts (UMD).

Principal Investigator (UVA), 4VA Consortium, *Reaching the Greatest Number of Learners: Improving Access to STEM Undergraduate Education*, (FY11-15, \$20,000). With PI Michele Estes (JMU).

Evaluator, Army Distributed Learning (ADL), *Preparation for Energy and Power Careers (PEPC)*, (FY12-14, \$373,000). With PI Leigh Abts (UMD).

Co-Principal Investigator, NSF, *Investigating the use of Simulation and Gaming in Sustainable Energy Education*, (FY11-13, \$150,000). With PI John Bean (UVA) and Co-PI Aaron Bloomfield (UVA).

Internal, Funded (Total = \$73,312)

Principal Investigator, Curry IDEAS Grants (Curry Foundation – Curry School of Education at UVA, renamed School of Education and Human Development), *A Pilot Analysis of School Division Needs to Develop and Implement Teacher-Leadership Microlearning Structures*, (FY18-19, \$10,000). With Co-PI Adria Hoffman.

Principal Investigator, Institute for Practical Ethics and Public Life (UVA), *Integration of Ethics – Technology, Learning Systems, and Culture*, (FY18-19, \$7000).

Principal Investigator, Curry Strategic Investment Funds (Curry School of Education at UVa, renamed School of Education and Human Development), *Digital Production and Strategy for Online and Blended Learning*, (FY17-19, \$56,312). With Co-PI Patrick Meyer (UVa), Co-PI Kathy Neesen (UVa), and Co-PI Karen Barnes (UVa).

Under Review

Co-Principal Investigator, Spencer Foundation, *Technology selection, use and adaptation for adult literacy in adult education programs: Building a framework for evaluation, selection, and integration*, (FY25-28, \$499,751). With PI Ken Bigger (Barbara Bush Foundation).

Awards & Honors

2024 Fellow, Learning Analytics in STEM Education Research (LASER) and LASER Institute Participant

2023 *EdTech Magazine*, named one of 30 Higher Ed IT Influencers to Follow in 2023

2021 APEX 2021 Award for Publication Excellence, “COVID-19 Media – Newspaper / Magazine Articles” for “The Difference Between Emergency Remote Teaching and Online Learning” published in *EDUCAUSE Review*.

Nominated by the Editor-in-Chief of *EDUCAUSE Review*, D. Teddy Diggs, who informed us the article has received over 500,000 web views as of 2021 – the highest in the history of their publication. This article has also been cited over 10,000 times according to Google citation tracker as of early 2024.

2020 AECT Annual Achievement Award – to Chuck Hodges, Stephanie Moore, Barb Lockee, Torrey Trust, and Aaron Bond for “The Difference Between Emergency Remote Teaching and Online Learning” in *Educause Review*

2020 Lasting Legacy Honoree –School of Education and Human Development, University of Virginia 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

2018 Casteen Teaching Fellowship from the Institute for Practical Ethics and Public Life, University of Virginia

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 – School of Education and Human Development award, University of Virginia
- 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.
- 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
- 2000 Dean's Citation for Excellence (graduate school)
- 1996 Honors program graduate (undergraduate degree)

1996 Outstanding Language & Literature Student

1995 Sigma Tau Delta

1995 Mortar Board

Service

Professional, External (International & National)

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

JCHE is an international research journal now ranked in the top 5% of education research journals. Since 2018, the journal's impact factor has increased from 1.87 to 5.6 (5 year is now 5.9), and it's ranking is now #19 among education research journals, putting it in the top 5%. The journal presently publishes three issues a year for a total publication of 33-34 articles per year on average. During my initial tenure as editor of the journal, I have also updated the editorial Board, over half of whom had retired before I started, and overhauled the reviewer database and process. I also expanded the editorial team both to better support the growing workload of the journal and to create more opportunities for colleagues in the field.

Vice President, *The Open/Technology in Education, Society, and Scholarship Association* (OTESSA, based in Canada), September 2024 – present

Working with the OTESSA President and Board on strategic directions, conference planning, and scholarship advancement. In this role, I also serve in as a co-editor of an on-going special issue in the OTESSA Journal on theory, policy, and resources.

Board Member, Publications Coordinator, *The Open/Technology in Education, Society, and Scholarship Association* (OTESSA, based in Canada), June 2023 – present

Working with the Board and the *OTESSA Journal* editorial team, this work includes setting the strategic directions for publications. Initial initiatives include creating an ethics in design exhibit for the conference and companion special issue on design cases that feature ethics.

Additional editorial / reviewer service:

National Science Foundation, Panel Reviewer, 2024-present

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

Reviewer, *Asia Pacific Education Review*, 2020-present

Reviewer, *British Journal of Educational Technology*, 2020-present

Reviewer, *Learning, Media, & Technology*, 2021-2022

Reviewer, *The American Biology Teacher*, 2023-present (reviewing online learning and remote labs)

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), 2005-present.

AERA SIG-IT Student Paper Award Review Committee Member (2020-present)

AECT Publications Reviewer (2021)(next edition of Handbook)

Section co-editor with 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)

Edited Journal Issues:

Moore, S., Stefaniak, J., & Reeves, T. (est. Summer 2025). The research we need. *Journal of Computing in Higher Education*.

Moore, S. & Lachheb, A. (Fall 2024). Design cases: Navigating ethical issues in learning design and technology. *OTESSA Journal*.

Gray, C., **Moore, S.**, & Abramenska-Lachheb, V. (Fall 2024). Ethics in learning design. *International Journal of Designs for Learning*.

Sockman, B., **Moore, S.**, Bond, A., Blevins, S., & Clark-Stallkamp, R. (December 2023). A Systems Thinking Approach When Designing for Equity. *Journal of Applied Instructional Design*.

May, D., Jahnke, I., & **Moore, S.**, eds. (December 2023). Online Labs and Virtual Experimentation in Higher Education. *Journal of Computing in Higher Education*.

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

International and National Service and Service in Professional Associations:

2024-present Vice President and Board Member, OTESSA (based in Canada)

2024-present	AECT Intern Mentor
2023-2024	Board Member and Publications Coordinator, OTESSA, and founder and lead for conference track on ethics in learning design
2024	Co-Chair, OTESSA conference; lead – ethics in learning design strand
2020-2023	Member, Technology Advisor Council, Barbara Bush Foundation
2023	Educause, member of Institutional Resilience Task Force
2022-2023	Educause, member of Institutional Resilience Expert Panel
2021-2023	Chair, Professional Ethics Committee, Association for Educational Communications and Technology (AECT) Member, Board of Directors, AECT
2020-2023	<p><i>US Speakers Program, United States Department of State</i></p> <p>Engage and consult with international audiences through the State Department and foreign embassies on effective online and blended learning, assessing learning online, planning online programs, and institutional support for online and blended learning. In 2020 and 2021, I gave talks and conducted events for higher education, primary, and secondary education audiences through embassies in:</p> <ul style="list-style-type: none"> ○ Morocco (2020) – Two-day series hosted by the Ministry of Education; Day 1 focused on research-based practices for effective online learning, Day 2 focused on system-level planning and features to support quality online learning. ○ Poland (2020) – Guest Speaking event focused on characteristics of effective online instruction. ○ Pakistan (2020) – Three-day series focused on assessment of online learning. ○ Bosnia-Herzegovina (2021) – Five-day workshop with Civitas focused on effective online instruction with civics educators and school leaders across the country. (https://canvas.instructure.com/courses/2494589) ○ Bangladesh – (Round 1, 2020) System-level planning and strategies for supporting online and blended learning in higher education. (Round 2, 2021) Three-day series on Assessing Learning Online (August, September, October) ○ Lebanon (December 2022) – One session focused on resilience for higher education planning and flexibility

- Cambodia (October 2023) – Week-long visit to Phnom Penh with presentations for faculty, meetings with institutional leaders, and consultation with the Ministry of Education

2009-2019	<p>Past-President, Educational Technology and Communications (ECT) Foundation (2017-2019)</p> <p>President, ECT Foundation (2015-2017)</p> <p>President-elect, ECT Foundation (2013-2015)</p> <p>Trustee, ECT Foundation (2009-2019)</p>
2019-2020	<p>State Council of Higher Education for Virginia (SCHEV) Faculty Working Group</p> <p>Learning Analytics in Higher Education (collaboration with William & Mary, University of Virginia, James Madison University, and Old Dominion University)</p>
2016-2018	<p>Workshops on Characteristics of Effective Online and Blended Instruction</p> <p>Virginia School Consortium for Learning</p>
2011-2017	<p>Member, AECT, Professional Ethics Committee</p>
2011-2013	<p>Co-Chair, AECT Government Relations Committee – Research into Policy</p>
2011	<p>Participant in ASEE’s “Beginning the Dialogue on K-12 Engineering Education” with invited participants to shape research, policy, and development agendas</p>
2006-2008	<p>President-Elect, President, Division for Systemic Change, Association for Educational Communications & Technology (AECT)</p>
2003-2006	<p>Communications Officer, Division for Systemic Change, Association for Educational Communications & Technology (AECT)</p>
2002	<p>AECT Cochran Leadership Intern (this internship is a significant honor in AECT designed to identify and develop future leaders in the association and field)</p>
2001-present	<p>Member, Association for Educational Communications & Technology (AECT)</p>

University

2016-2020	Member, Online Learning Task Force University of Virginia, vision and operational recommendations for online at UVa
2016-2020	Member, Teaching & Learning with Technology Committee, University of Virginia, focused primarily on university-wide infrastructure for distance and distributed learning
2014-2016	Member, Academic Access Advisory Group University of Virginia, Provost's Office; focused on academic accessibility to inform policy, planning, infrastructure, and review of technologies
2012-2013	Chair, Search Committee for Academic Accessibility Coordinator University of Virginia, Provost's Office
2010-2012	Member, Library Innovations Commons University of Virginia, university-wide focused on revamping traditional spaces into active and distributed learning spaces

College

2024-2025	Member, Search Committee, Visiting Lecturer in CULLS College of University Libraries and Learning Sciences, UNM
2023-2024	Member, Search Committee, Tenure-Track Assistant Professor in OILS College of University Libraries and Learning Sciences, UNM
2021-present	Member, Curriculum Committee College of University Libraries and Learning Sciences, UNM
2017-2020	Chair, Technology Advisory Committee School of Education and Human Development, UVA
2015-2016	Chair, Curriculum and Program Review Committee School of Education and Human Development, UVA
2013-2016	Member, Curriculum and Program Review Committee School of Education and Human Development, UVA
2009-2011	Member, Engineering Education Committee, UVA, joint between SEAS and School of Education

Program

2022-present	Faculty Liaison to Doctoral Community of Practice (Doc CoP); OILS, UNM
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2021-present	Co-lead of PhD Advising Handbook with Dr. Amir Hedayati-Mehdiabadi OILS, UNM
2015-2020	Program Area Manager - Instructional Technology Curriculum, Instruction, and Special Education Dept., UVA

Instructional Learning and Technology Designs

[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 it was moved 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

<http://www.unco.edu/ncssd/resources/AccessibleDesign/>

Instructional Applications of Typography - <http://www.hyperformer.com/Typography/Sections/>