

STEPHANIE L. MOORE, PH.D.

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

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

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 | <i>(3 credits unless noted)</i> | |
| 541 | The Adult Learner (online; every semester) <ul style="list-style-type: none"> I have significantly revised this course; Sp 2023 will feature a new design along with a 16-week, in-person version | Fa 2020, Sp 2021, Fa 2021, Sp 2022 |
| <i>New courses developed for OILS, offerings starting in Fa 2022:</i> | | |
| 517 | Applied Aesthetics (online; fall semesters) | <i>Approved for 2022-2023 catalog</i> |
| 560 | Ethics as Design I (2 credits; online; fall semesters) | <i>Approved for 2022-2023 catalog</i> |
| 561 | Ethics as Design II (1 credit; online; fall semesters) | <i>Approved for 2022-2023 catalog</i> |
| 571 | Assessment for Learning & Performance I (2 credits; online; spring semesters) | <i>Approved for 2022-2023 catalog</i> |
| 572 | Assessment for Learning & Performance II (1 credit; online; spring semesters) | <i>Approved for 2022-2023 catalog</i> |
| 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 | Su 2013 |
| | <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 | |
| Adjunct Teaching | | |
| | Institution | Course Name (Semesters) (online unless noted) |
| | 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

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.

Authored Books, In Process

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

Moore, S. L. and Barbour, M. K. (final copyediting, est. 2023). *Online by choice: Design solutions for resilience and flexible k-12 schooling*. Norton.

Edited Books, In Process

Moore, S. and Dousay, T. (Eds.). (est. Spring 2023). *Learning and Instructional Design Technology in the Mirror: Integrating Ethics and Social Responsibility into Research and Practice*. EdTechBooks.org.

Peer Reviewed Articles, In Preparation

Moore, S. (proposal accepted, est. 2023). Ethics and design: Companions for professional practice. *Becoming an LIDT Professional*.

Peer Reviewed Articles, Under Review

Moore, S., Baca, O., and Ahrens, C. (submitted and under review). Learning technologies for adult literacy: A systematic scoping review and evidence & gap map.

Moore, S., and Tillberg-Webb, H. (submitted and under review). Mediating artifacts: Ethical, social and political dimensions of content and media selection and design.

Moore, S., Howard, C., Boling, E., Leary, H., Kenny, R., and Gunter, G. (submitted and under review). Research methods for design knowledge: Time for clarity in definitions, methods, and reporting.

Peer Reviewed Articles, Published

Moore, S., Veletsianos, G., and 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. and 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://scholarworks.iu.edu/journals/index.php/ijdl/article/view/33417>

Moore, S. and 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>

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>

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/>

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., and **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>
- 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>
- Moore, S.L.**, Ellsworth, J., and 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>
- Moore, S.L.** (2007). David H. Rose, Anne Meyer, Teaching every student in the digital age. *Educational Technology Research & Development*, 55: 521-525. <https://doi.org/10.1007/s11423-007-9056-3>
- Moore, S.L.**, Brethower, D., and 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/>
- 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. <https://www.proquest.com/dissertations-theses/social-impact-profession-analysis-factors/docview/305400272/se-2>
- 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>
- 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>
- 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>
- 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>

Peer Reviewed Proceedings, Published

- 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 (CISPÉE)*, 2013, pp. 1-10.
<https://doi.org/10.1109/CISPÉE.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.

Chapters Peer Reviewed, Published

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

Editorials & Editor-Reviewed, Published

- 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., and 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.** and 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., and 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. and 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

Moore, S. and Ahrens, C. (est. late fall 2022). *Learning Technologies for Adult Literacy*. Working with the Barbara Bush Foundation and the Pacific Institute for Research and Evaluation on a finalized *National Action Plan for Adult Literacy*, helping to articulate strategic directions and evaluation of learning technologies and online learning and recommendations for efficacy and effectiveness testing and research of technology-based learning interventions.

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; presentation of initial findings [located here](#).

Professional Presentations

Peer Reviewed Presentations

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)

- Lachheb, A. and **Moore, S.** (2022, October 26, accepted). 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. and Gunter, G. (2022, October 28, accepted). Research methods for design knowledge: Time for clarity in definitions, methods, and reporting. (workshop) AECT, Las Vegas, NV, United States.
- Moore, S.** and 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. and Green, K. (2022, October 27, accepted). 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., and Kimmons, R. (2022, October 27, accepted). AECT Publishing Panel. AECT, Las Vegas, NV, United States.
- Budhrani, K., Dennen, V., Hodges, C., Ifenthaler, D., **Moore, S.**, and Ritzhaupt, A. (2022, October, 25). Panel: Leading student success through editorship, journals, and *Major Reference Works*.
- Moore, S., Veletsianos, G., and 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. and 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., and Beck, D. (2021, Nov. 5). Ethical issues in practical problems: Implications for design, decision making, and leadership. AECT. Hybrid conference, presented virtually.
- Moore, S.** and 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.** and 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., and 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. and 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., and Reyes, D.C. (2021, Nov. 4). The AECT Great Debate. AECT. Hybrid conference, presented virtually.
- Moore, S.** and Hoffman, A. (2020, October). An Analysis of School Division Needs on New Teacher Induction. AECT, virtual.
- Ellsworth, J. and **Moore, S.** (2020, October). Situated Practicum Design for Workplace Learning and Credentialing. AECT, virtual.
- Moore, S.**, Estes, M. and 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. and **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. and **Moore, S.** (2020, October). Panel: Ethical Issues in Data-Rich Educational Technology Research. AECT. Virtual.
- Duha, S., Arslan, O. and **Moore, S.** (2020, October). Panel: Tips and Tricks for Journal Publishing – Advice from the Editors. AECT, virtual.
- Hoffman, A., and **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. and **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., and Dickson-Deane, C. (2019, October). Roundtable: Meet the Editors (JCHE). AECT, Las Vegas, NV, United States.
- Moore, S.** and Ritzhaupt, A.D. (2019, October). GSA: Tips and Tricks for Journal Publishing – Advice from the Editors. AECT, Las Vegas, NV, United States.

- Moore, S.**, Murtaugh, M., and Resig, J. (2019, October). GSA: The AECT Intern Program. AECT, Las Vegas, NV, United States.
- Sorenson, C. and **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., and 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., and 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. and **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.** and 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., and **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., and **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.** and 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., and **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., and **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. and 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 Discussant, Featured Speaker, and Keynote Speaker

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

Moore, S. Summer 2020 through Fall 2021 – **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.

2020, **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

- Fall 2022, Chickasaw Nation – [Profiles of a Nation](#) (coming soon; recording complete and profile is in post-production)
- July 7, 2022, *EdTech Magazine*, [Navigating the world of online learning in higher ed](#) (media mention).
- March 18, 2021, *Teaching in Higher Ed* podcast, Host: Bonnie 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=MOxdqIcFITg>
- 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

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

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).

Awards & Honors

- 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 – the highest in the history of their publication. This article has also been cited over 5,000 times according to Google citation tracker.
- 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.nacfoee.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

1995-1996 Sigma Tau Delta

1995-1996 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 ranked in the top quartile of education research journals. Since 2018, submissions to the journal have more than doubled from 164 to 374, and the journal's ranking has increased to 4.045 (5 year is 4.748). 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.

Additional editorial / reviewer service:

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-present

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)

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).

AERA SIG-IT Student Paper Award Review Committee Member (2020-2021)

AECT Publications Reviewer (2021)

Edited Journal Issues:

Sockman, B., Moore, S., Bond, A., Blevins, S., Clark-Stallkamp, R. (call is live, awaiting initial submissions; est. pub July 2023). A Systems Thinking Approach When Designing for Equity. *Journal of Applied Instructional Design*.

May, D., Jahnke, I., and **Moore, S.**, eds. (in progress, est. publication date April 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.

Member, Technology Advisory Council, Barbara Bush Foundation, 2020-present.

International Service and Service in Professional Associations:

2020-2021 *US Speakers Program, United States Department of State*

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:

- 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)

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| 2021-Present | Chair, Professional Ethics Committee, Association for Educational Communications and Technology (AECT) Member, Board of Directors, AECT |
| 2009-2019 | Past-President, Educational Technology and Communications (ECT) Foundation (2017-2019) President, ECT Foundation (2015-2017) President-elect, ECT Foundation (2013-2015) Trustee, ECT Foundation (2009-2019) |
| 2019-2020 | State Council of Higher Education for Virginia (SCHEV) Faculty Working Group Learning Analytics in Higher Education (collaboration with William & Mary, University of Virginia, James Madison University, and Old Dominion University) |
| 2016-2018 | Workshops on Characteristics of Effective Online and Blended Instruction Virginia School Consortium for Learning |
| 2011-2017 | Member, AECT, Professional Ethics Committee |
| 2011-2013 | Co-Chair, AECT Government Relations Committee – Research into Policy |
| 2011 | Participant in ASEE’s “Beginning the Dialogue on K-12 Engineering Education” with invited participants to shape research, policy, and development agendas |
| 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) |

University

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| 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

- 2021-present Member, Curriculum Committee
College of University Libraries and Learning Sciences, University of New Mexico
- 2017-2020 Chair, Technology Advisory Committee
School of Education and Human Development, University of Virginia
- 2015-2016 Chair, Curriculum and Program Review Committee
School of Education and Human Development, University of Virginia
- 2013-2016 Member, Curriculum and Program Review Committee
School of Education and Human Development, University of Virginia
- 2009-2011 Member, Engineering Education Committee, University of Virginia, joint between SEAS and Curry School of Education

Program

- 2022-present Co-lead of Doctoral Community of Practice (Doc CoP) with Dr. Lani Gunawardena; OILS, University of New Mexico
- 2021-present Co-lead of PhD Advising Handbook with Dr. Amir Hedayati-Mehdiabadi
OILS, University of New Mexico
- 2015-2020 Program Area Manager - Instructional Technology
Curriculum, Instruction, and Special Education Dept., University of Virginia

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/>