

VITA

EDUCATION

Ph.D., May 1998: Education Administration & Policy Studies
State University of New York, University at Albany.

M.S., May 1993: Education Administration & Policy Studies
State University of New York, University at Albany.

B.S. May 1991: Business and Distributive Education
State University of New York, College at Oneonta.

PROFESSIONAL EXPERIENCE

March 2016 – Present

Chief Innovation Officer, Board of Regents University System of Georgia eCampus

August 2013 – Present

Middle Georgia State University, Macon, GA

July 1, 2015 – Present

Assistant Provost for Innovation and Outreach

November 1, 2014 – June 30, 2015

Executive Director of Innovations in Teaching, Learning and Alternative Delivery

January 1, 2014 – October 30, 2014

Special Projects for the Provost and Office of Academic Affairs

August 1 – December 30, 2013

Senior Lecturer (College of Education & Assigned to the Provost's Office)

Co-Director, Georgia Office of Aerospace Industry Research (Go-AIR, 2013-Present)

July 1, 2009 – July 30, 2013

Technology Company Co-Founder

CEO & Founder of Evirx (2009-2013)

Co-Founder of Instructive Insight (2013)

October 1, 2002 – June 30, 2009

University of Georgia, Athens, GA

Associate Research Scientist, Learning & Performance Support Laboratory, University of Georgia (2002-2009)

Adjunct Associate Professor, Lifelong Educational Administration and Policy, Graduate Faculty Status (2007-2009)

Adjunct Associate Professor, Educational Psychology and Instructional Technology, Graduate Faculty Status (2002-2009)

August 1998- September 30, 2002
Valdosta State University, Valdosta, GA

Associate Professor, Curriculum & Instructional Technology (2002, tenure track – on track)

Assistant Professor, Secondary Education, Curriculum & Instructional Technology
Valdosta State University, Valdosta, GA (1998-2001, tenure track – on track)

1996 – 1998
Mohawk Regional Information Center at the Madison-Oneida Board of Cooperative Educational Services, Verona, NY

Team Leader, Networking and Telecommunications Team (52 school systems) (1997-1998)

Technology Planning Specialist (1996-1998)

1994 - 1996
Coordinator, School to Work Programs
Mohawk Valley School to Work Program (47 school systems)
Hamilton-Fulton-Montgomery Board of Cooperative Educational Services, Johnstown, NY

1992 - 1994
Director, Governor's School and Business Alliance (SABA) in Amsterdam-Gloversville-Johnstown School Systems, NY. (3 school systems)

PUBLICATIONS

Books.

Recesso, A, & Orrill, C. (2008). Integrating technology into teaching: The technology and learning continuum model. Indianapolis, IN: Houghton-Mifflin Company.

Chapters.

- Hannafin, M.J., Recesso, A., Polly, D., & Jung, J.W. (2014). Video analysis and teacher assessment: Research, practice, and implications. In B. Calandra & P. J. Rich (Eds) *Digital video for teacher education: Research and practice*. New York: Routledge.
- Recesso, A., Hannafin, M. J., Wang, F., Deaton, B., Shepherd, C., & Rich, P. (2009). Direct evidence and the continuous evolution of teacher practice. In P. Adamy & N. Milman (Eds.), *Evaluating electronic portfolios in teacher education*. Greenwich, CT: Information Age Publishing, Inc.
- Recesso, A.M. & Zepeda, S.J. (2008). Evidential Reasoning and Decision Support in Assessment of Teacher Practice. In T.J. Kowalski & T.J. Lasley (eds). *Handbook on Data-Based Decision Making in Education*. Lawrence-Erlbaum. 363-381.
- Bryan, L. & Recesso, A. (2008). An Evidential Reasoning Approach to Analysis of Teaching Practices Using a Web-Based Video Analysis Tool. In A.L. Tan and Y.J. Lee (eds). *Science Education at the Nexus of Theory and Practice*. Sense Publishers. Taipei.
- Hill, J., Hannafin, M., & Recesso, A. (2008). Creating a patchwork quilt for teaching and learning: The use of learning objects in teacher education. In P. Northrup. (Ed.). *Learning objects for instruction: Design and evaluation*. Hershey, PA: Idea Group. 261-280.
- Sadagic, A., Recesso, A., & Poe, T. (2004). K12 and classroom specific needs. In *Videoconferencing cookbook*, 4th Ed., Trauner, M. & Yafchak, M.F. (Eds). Atlanta, GA: Video Development Initiative.
- Recesso, A., & Deaton, B. (2004). Network matters. In *Videoconferencing Cookbook*, 4th Ed., Trauner, M. & Yafchak, M.F. (Eds). Atlanta, GA: Video Development Initiative.

Articles

- Recesso, A.M. & West, R. (in revision). Evidence in education theory, practice, and policy: More rhetoric or a contribution to a science of evidence?
- West, R., Rich, P., Shepherd, C., Recesso, A., & Hannafin, M. (2009). Supporting Induction Teachers' Development Using Performance-Based Video Evidence: A Case Study. *Journal of Technology and Teacher Education* November, 17(3).
- Bryan, L., & Recesso, A. (2006). Promoting reflection with a web-based video analysis tool. *Journal of Computing in Teacher Education*, 23(1). pp 31-39.
- Recesso, A. (2002). The intersection of parallel reform efforts through professional development: Connecting learning standards and technology. *Association for Educational Communications and Technology. Tech Trends*, 46(3), 39-42.
- Recesso, A. (2001). Prospect of a technology-based learner interface for schools. *Educational Technology and Society*. 4(1), Retrieved September 1, 2006 from http://ifets.ieee.org/periodical/vol_1_2001/.
- Recesso, A., Brovey, A., Wiley, E., Zahner, J., & Price, C.(2001). From bricks and mortar to clicks and modems: Developing a completely online graduate program. *Educational Media and Technology Yearbook*, 26, 125-136.
- Recesso, A.(1999). First year implementation of the school to work opportunities act policy: An effort at backward mapping. *Education Policy Analysis Archives*, 7(11), Retrieved September 1, 2006 from <http://epaa.asu.edu/epaa/v7n11.html>.
- Recesso, A., & Carrl, J.(1999). Integrating technology into the K-12 educational setting. *Educational Media and Technology Yearbook*, 24, 2-10.

Software and Systems

Eviscope. This is a newly developed web-based technology utilizing evidential and probabilistic reasoning models as a way to conduct performance assessments and support growth for leaders, teachers, and learners across a wide variety of sectors. This model makes use of a wide-array of evidence for decision making, especially when high stakes (credentialing, reward, employment) are involved. Recently, research has centered on bringing forward a framework of systematic organization and interpretation of evidence for the purposes of improving performance, practice and organizational structures. Funded by the US Department of Education.

Video Analysis Tool (VAT). A web-based program designed to capture video evidence of performance and practice from remote locations. Funded by the US Department of Education and the University of Georgia. Development is in collaboration with Dr. Michael Hannafin and Mr. Vineet Khosla.

Building Resources: an Induction Design for Georgia Educators (BRIDGE) (2000-2005). Web-based system for reviewing and uploading resources aligned with the GTSEP Framework for Teaching. Co-author for original funding and lead developer from 2000-2005. See <http://www.teachersbridge.org/>

TeacherResourceBank (2000-2003). A series of web-based tools created to assist with technology integration into teacher preparation programs. It was an early prototype for the BRIDGE. See <http://www.teacherresourcebank.com/>

EXTERNAL FUNDING

Funded

A State Plan for Georgia's Aerospace Industry (2016) a \$13.1 million multi-year plan to expand Middle Georgia State University's School of Aviation statewide that has been funded by the Governor and State of Georgia Legislature for \$4.2 million to complete phase one of the initiative. Lead author.

Phase III Venture Lab Funding from the Georgia Research Alliance (2011) to commercialize a software invention called the Video Analysis Tool (VAT). PI and CEO, \$223,875.

Phase II Venture Lab Funding from the Georgia Research Alliance (2009) to commercialize a software invention called the Video Analysis Tool (VAT). PI and CEO, \$95,700.

Phase I Venture Lab Funding from the Georgia Research Alliance (2008) to commercialize a software invention called the Video Analysis Tool (VAT). PI and CEO, \$50,000.

Georgia Teacher Success Model: An Evidence-based Approach to Teacher Assessment. (2005-2007). \$2,475,000 for two years. Principal Investigator with Michael Hannafin (Co-PI), and Al Cohen (Co-PI). Initiatives: Developed processes for assessment of teachers and leaders based on the theories of evidential reasoning and probabilistic interpretation of evidence to determine growth and support needs.

Regional Education Service Agency Professional Development, Practica, and Local Implementation. (2005). \$325,000 for one year. Co-PI with Chandra Orill (PI). Collaboration

with Georgia Department of Education and Board of Regent's National Science Foundation funded PRISM project. Lead on implementation of evidence-based approaches to teachers training and learning to enact standards-based practices.

Special Education Training on the Web: Certification, Undergraduate, and Mentoring Program (SPECTRUM). (2004-2009). Grant from the US Department of Education Transition to Teaching Program. \$2,400,000 over 5 years. Key collaborator with Drs. John Langone (PI), Kevin Ayres (Co-PI), and Alicia Davis in the Department of Special Education. Lead on research and development related to Evidential Reasoning and Decision Support methods and tools. Initiatives: Refine ERDS methodology and tools for systematic improvement of practices and continuous support of preparing teachers.

TEAMS. (2005). Grant from the Georgia Board of Regents Teacher Quality High Education. \$43,000 for one year. PI of record with graduate students Cynthia Minchew (PI), Benjamin Deaton (Co-PI), and Feng Wang (Co-PI). Initiatives: inservice elementary education teacher professional development focused on science pedagogical content knowledge and evidence-based inquiry.

SCI-TEACH: Science Teaching with Evidence-Based Approaches and Collaborative Reflection in Higher Education (2005). Funded by UGA Learning Technologies program. Co-PI collaboration with Drs. Lynn Bryan (PI, Science Education) and Thomas Koballa (Co-PI, Science Education). \$125,000 over two years. Project focused on systemic implementation of Evidence Based Inquiry methods and tools implementation in Science Education.

Life in the Wild – Experience It. (2004). Grant from Bellsouth Foundation Opportunity Grant Program. \$25,000 for one year. Collaboration with Drs. Michael Hannafin (LPSL) and Sandra Glass (OIT). Initiatives: collaboration with Jim Fowler (Mutual of Omaha's Wild Kingdom) to develop and implement technology-enhanced informal learning environments at the *Life in the Wild* at Stone Mountain Park and the Georgia Aquarium.

Evidence-based Technology Enhanced Alternative Curriculum in Higher Education (ETEACH). (2003-2007). Grant from the US Department of Education Preparing Tomorrow's Teacher to use Technology Program. \$1,068,000 over three years (12 month extension granted). PI and Co-Director with Co-PI Michael Hannafin. Initiatives: faculty development, faculty modeling of technology integration, preservice teachers modeling of technology integration, and ongoing support.

Technology Integration into Mathematics. (2003). Grant from the Georgia Board of Regents Teacher Quality High Education. \$70,000 for one year. Co-PI with Chandra Orrill (PI). Initiatives: inservice teacher professional development focused on technology integration.

Teacher Quality Enhancement Grant from the US Department of Education. (2000-2005). Co-PI at Valdosta State University and Project Director for Technology Initiatives with Michael Padilla (PI). \$6.5 million over five years. Initiatives: Redefining induction, using technology to support beginning teachers, developing the first technology-infused induction model, creating a 3D model of the induction framework using virtual reality modeling language (VRML or X3D).

Preparing Tomorrow's Teachers for Technology. (2000-2003) Grant from the US Department of Education. Co-PI with Dr. Martha Venn. \$906,000 over three years. Initiatives: highly interactive learning environments, faculty training, assistive technology, online resource portal for educators, videoconferencing system to improve communication between faculty and student teachers, and a wireless wide area network to connect classrooms with remote locations.

Mentor Training Grant for \$100,000 funded by the Georgia Governor's Office (2002). Project Coordinator. Initiatives: Train teachers as mentors in service area schools.

Teacher Induction Grant from University of Georgia (via a state grant) for \$6,000. Project Coordinator. (2002). Initiatives: Deliver focus group review of the GSTEP induction framework.

Impacting Student Learning Grant \$10,000. (2001). PI and Project Director. Initiatives: Planning for Danielson model "A Framework for Teaching" implementation and online resources for pre-service students and student teachers. Collaborated with Jane Zahner and Chuck Walsh.

Workforce Preparation Systems (1994-96). \$350,000. To develop situated learning for math, science, technology and SCANS Skills. PI and Coordinator for 47 school system area.

Workforce Preparation Pilot (1993-94). One of 7 fully-funded sites in the State of New York. \$400,000. PI and Coordinator for 47 school system region

New York State Division for Youth and Department of Social Services (1994). To develop and implement the Youth Support Program. \$90,000. PI.

Governor's School and Business Alliance (1992-95). \$70,000 each year to develop situated learning for math, science, technology and SCANS Skills. PI and Director for 3 school system region

PRESENTATIONS

Invited

Recesso, A. (2007). Preservice Teacher Assessment Using Video Analysis. West Georgia University.

Recesso, A. & Bryan, L. (2006). Promoting Reflective Practice with a Web-Based Video Analysis Tool. Purdue University.

Recesso, A. (2004, February). Visions, possibilities, and capabilities of emerging technologies. Presentation to Phil Jacobs (President of Bellsouth-Georgia) and Jim Fowler (Mutual of Omaha's Wild Kingdom). Invited presentation on the use of emerging technologies for informal learning experiences, Athens, GA.

Recesso, A. (2004, April). Evidence-based improvement of teachers practices. Internet 2 Conference. Presentation to the K20 Advisory Committee, Washington D.C.

Recesso, A. (1995). New York State School-to-Work Conference, Albany, NY. Topic: Using Technology to Support Your School-to-Work System.

Recesso, A. (1994). New York State Lt. Governor on School to Work Issues In Local Schools, one of four people from the State of New York to be selected.

Recesso, A. (1994). United States Federal Government Review Committee on State School to Work Implementation Policy, one of four people from the State of New York to be selected.

Presentations

2007

West, R. E., Gabbitas, B., Recesso, A., & Hannafin, M. (2007, November). *Defining, Assessing, and Developing Teacher Expertise: Using Evidence to Both Assess and Assist Teachers*. Paper presented at the annual conference of the American Evaluation Association in Baltimore, MD.

Gabbitas, B., West, R. E., Recesso, A., & Hannafin, M. (2007, November). *Evaluating With Lenses to Capture the Multi-faceted Nature of Teacher Performance*. Paper presented at the annual conference of the American Evaluation Association in Baltimore, MD.

Thomson, N., Chomchid, P., Recesso, R. & Chamrat, S. (2007, July). *Using 3D VAST-Models™, Video Animations, and a Web-Based Video Analysis Tool for Investigation Student Learning of Atomic Structure and the Periodic Table*. Paper presented at the CONASTA 56 and ICASE 2007 World Conference on Science and Technology Education, Perth, Western Australia.

Recesso, A.M. & Zepeda, S.J. (2007, April). *Evidence Based Decision Support methods and tools: Implications for instructional leadership and assessment of practice*. Paper presented at the American Educational Research Association Annual Meeting, Chicago.

Shepherd, C., West, R. E., Rich, P., Hannafin, M., Recesso, A. (2007, April). *Facilitating Mentoring Experiences with Video-Based Portfolios*. Paper presented at the annual conference of the American Educational Research Association in Chicago, IL.

West, R. E., Rich, P., Shepherd, C., Hannafin, M., Recesso, A. (2007, April). *Evidential boundaries and the assessment of teacher practices*. Paper presented at the annual conference of the American Educational Research Association in Chicago, IL.

Rich, P., West, R., Recesso, A., Hannafin, M. (2007, February). *The use of video evidence and interpretive lenses to improve instructional decisions among preservice teachers*. Paper presented at the annual meeting for the American Association of Colleges for Teacher Education. New York, NY.

2006

Bryan, L., & Recesso, A. (2006). *How Do We Know "What Works"?: Designing an Evidence-Based Approach to Analysis of Teaching Practices Using a Web-Based Video Analysis Tool*. MOE-NIE-STAS International Science Education Conference 2006. Science Education: What Works. 22nd – 24th November 2006, National Institute of Education, Singapore.

Minchew, C., Deaton, B., Recesso, A., & Hannafin, M. (2006, April). *In-service teachers' initial reflections developed through an evidence-based tool, Video Analysis Tool*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, California.

Rich, P. & Recesso, A. (2006). *Improving instructional decisions through Evidence-Based Decision Support*. Presentation to be given at the Association for Educational Communications and Technology International Conference: Dallas, TX.

2005

- Deaton, B., Rich, P., Shepherd, C., Recesso, A., & Hannafin, M. (2005, October). *Supporting the Development of Preservice Teachers' Knowledge with Evidence-Based Inquiry*. Paper presented at the annual meeting of the Association for Educational Communications in Technology, Orlando, Florida.
- Orrill, C., Hannafin, M., & Recesso, A. (2005, October). *Transforming teacher development through technology: One lab's initiatives*. Annual Meeting of the Association of Educational Communications and Technology. Orlando, FL.
- Recesso, A., Hannafin, M., Wang, F., Deaton, B., Shepherd, C., & Rich, P. (2005, April). *Evidence Based Inquiry as a Methodology for Continuous Improvement of Practices*. Paper presented at the American Educational Research Association annual meeting, Montreal, Canada.
- Recesso, A., & Moore, J. (2005, April). *Repurposing teacher practices for reflection in online environments*. American Educational Research Association Annual Meeting, Montreal, Canada.
- Wang, F., Hannafin, M. J., Deaton, B., Shepherd, C., Rich, P., & Recesso, A. (2005, April). *Design and research on learning support tools in the evidence-based inquiry system*. American Educational Research Association Annual Meeting, Montreal, Canada.
- Rich, P., Recesso, A., Shepherd, C., Deaton, B., Weng, F., & Hannafin, M. (2005, April). *Improving teacher educator and preservice teacher practices through technology-enhanced evidence-based inquiry*. Paper presented at the American Educational Research Association annual meeting, Montreal, Canada.
- Shepherd, C. E., Rich, P., Wang, F., Deaton, B., Recesso, A., & Hannafin, M. (2005, April). *Technology integration through teacher educator and preservice teacher modeling of evidence-based practices*. Paper presented at the American Educational Research Association annual meeting, Montreal, Canada.
- Deaton, B. E., Recesso, A., Hannafin, M. J., Wang, F. Rich, P., & Shepherd, C. (2005) *Evidence-Based Inquiry: A Methodology for the Continual Improvement of Teaching Practices*. Paper to be presented at Society for Information Technology and Teacher Education annual meeting, Phoenix, AZ.

2004

- Recesso, A., Hannafin, M., Deaton, B., Wang, F., Shepherd, C., Rich, P., & Hannafin, K. (2004, October). *Evidence based inquiry methods and tools*. NASA Training for the Future. Johnson Space Center, Houston.
- Wang, F., Hannafin, M. J., & Recesso, A. (2004, October). *Using design-based research on learning support tools in an open-ended learning environment: A PT3 practice*. Annual Meeting of the Association of Educational Communications and Technology, Chicago, IL.
- Recesso, A., & Wiles, D. (2004, April). *Technostructural interventions and teacher development*. American Educational Research Association Annual Meeting, San Diego.
- Recesso, A. (2004, April). *Evidence-based improvement of teachers practices*. Internet 2 Conference. Presentation to the K20 Advisory Committee, Washington D.C.
- Venn, M.L., Recesso, A., Scheetz, N., & Gunter, P. (2004, April). *Utilizing a multi-point video conferencing system to address remote rural access issues*. Council on Exceptional Children Annual Convention & Expo. New Orleans, LA.
- Recesso, A., Venn, M., Gunter, P., & Sheetz, N. (2004, March). *Multi-point continuous presence videoconferencing over IP*. Presentation at the Society for Information Technology and

Teacher Education (SITE) & National US Department of Education PT3 Conference, Atlanta.

Recesso, A., Hannafin, M., Wang, F., Rich, P., & Shepherd, C. (2004, March). *Evidence-based technology enhanced alternative curriculum in higher education (ETEACH)*. Presentation at the Society for Information Technology and Teacher Education (SITE) & National US Department of Education PT3 Conference, Atlanta.

Recesso, A., Moore, J., & Wise, C. (2004, March). *BRIDGE: Building Resources: An Induction Design for Georgia Educators*. Presentation at the Society for Information Technology and Teacher Education (SITE) & National US Department of Education PT3 Conference, Atlanta.

Deaton, B., Recesso, A., & Hay, K. (2004, March). *The implications of video case tools for preservice and inservice teachers*. Poster session to be presented at the 2004 Society for Information Technology and Teacher Education's Annual Conference, Atlanta.

Recesso, A. (2004, March). Distributed observation and evidence-based capture for the improvement of classroom practices. Video Development Initiative Conference, Indianapolis.

Rich, P., Recesso, A. (2004). *Evidence-based Technology Enhanced Alternative Curriculum in Higher Education*. Brief paper presented at the World Conference on E-Learning in Corp., Govt., Health., & Higher Ed. Issue. 1. pp. 2114-2119. Washington, D.C.

2003

Deaton, B., Minchew, C., Hay, K., & Recesso, A. (2003). Apprenticeship in cyberspace. Annual meeting of the Association for Educational Communications and Technology, Anaheim, CA. October.

Kim, H., Recesso, A., & Hay, K. (2003, October). Using a web-based video case tool for teacher reflection in a professional development program: Lesson from Experience. Annual meeting of the Association for Educational Communications and Technology, Anaheim, CA.

Deaton, B., Minchew, C., Hay, K., Bryan, L., & Recesso, A. (2003, June). Teacher apprenticeship with modeling-based inquiry and the Virtual Solar System. Presentation at the ED-Media conference in Honolulu, Hawaii.

Butchart, R., Recesso, A., Vandergrift, N., & Wise, C. (2003, May). *Building Resources: An Induction Design for Teacher Educators*. Georgia Association of Colleges for Teacher Education, Jekyll Isl.

Recesso, A. & Hay, K. (2003, April). Virtual experiences and real performances: Deepening understanding by refining formative student models. NASA Training Workshop on Advanced Learning Technologies and Learning Networks and Their Impact on Future Aerospace Workforce. Virginia.

2002

Recesso, A., Venn, M., and Padilla, M. (2002). Why is There No Technology in Existing Induction Models? American Educational Research Association National Meeting New Orleans. April 2002.

Recesso, A., and Judd, D. (2002). Training Teachers to Integrate Technology Using the Technology and Learning Continuum Model. Preparing Tomorrow's Teachers to Use Technology Annual National Conference.

2001

Recesso, A., Venn, M., and Schmertzling, L. (2001). Highly Interactive Learning Environments for Teaching and Learning. Association for Educational Communications and

- Technology. Atlanta, Ga.
- Venn, M. and Recesso, A. (2001). Preparing South Georgia's Teachers to Use Technology. Preparing Tomorrow's Teachers to use Technology, National Conference. Washington, D.C.
- Recesso, A. and Venn, M. (2001). Preparing South Georgia's Teachers to Use Technology. SITE Conference. Orlando, Fl.
- Venn, M. and Recesso, A. (2001). Preparing South Georgia's Teachers to Use Technology. Teaching and Learning Conference. Athens, Ga.
- Pre 2001*
- McGahee, M. and Recesso, A. (2000, June). NECC Connecting at the Crossroads Conference: Atlanta, Georgia. Topic: Live Video and Video Streaming Use in the Classroom.
- Recesso, A. (2000, June). NECC Connecting at the Crossroads Conference. Atlanta, Georgia. Topic: Computer-based Learner Interface for the K-12 Learning Environment.
- Recesso, A. (2000, March) Designing Tomorrow's Classroom: Association for Supervision and Curriculum Development. Athens, Georgia. Topic: Learner Focused Technology Integration: A model for effective practice.
- Wiley, E., Zahner, J., Brovey, A., & Recesso, A. (2000, February) Conference on College and University Teaching. Kinnesaw, Georgia. Topic: Creating an online Education Specialist Degree Program.
- Recesso, A. (1999). South Georgia Regional SCI-FEST Conference: Demonstration of the Virtual-Friend Interface to Teach Children Math Skills.
- Recesso, A. (1999). COMO Conference: Surfing into the New Millennium. Topic: Virtual Learning for the Classroom: A Demonstration of Virtual Friend.
- Recesso, A. (1999). VSU Technology Showcase Conference "The Medium is Part of Our Message" .
- Recesso, A. (1996). National Conference on School to Work: Safe Schools Coalition, Orlando, Florida, Topic: Building School and Business Partnerships.
- Recesso, A. (1995). National Center for Research in Vocational Education, National Conference in Baltimore, Maryland, Topic: Partnerships in Rural Areas.

PEER REVIEW

Peer Review. *International Journal for Education Policy and Leadership*. 2006-2009.

Review Board Member. *Journal of Technology in Teacher Education*. 2003-2009.

Review Board Member. *Journal of Research on Technology in Education* (formerly *Journal of Research on Computing in Education*). 2001-2004.

Executive Peer Reviewer. International Forum for Educational Technology in Society (IFETS). *Educational Technology & Society Journal*. 2000-2003.

Guest Editor for Summer 2001 Special Issue: "Technology-based Learner Interface". International Forum for Educational Technology in Society (IFETS). *Educational Technology & Society Journal*.

Peer Reviewer. American Educational Research Association (AERA). *Review of Educational Research Journal*. 2001.

UNIVERSITY & DEPARTMENT SERVICE

- Chair and Committee member on doctoral dissertations (UGA & VSU)
- Numerous Search Committees (VSU, UGA, MGA)
- Faculty Senator (VSU)
- Chair, Faculty Senate's Faculty Development Committee (VSU)
- College of Education Professional Development Committee (VSU)
- Program Coordinator for Online Education Specialist in Instructional Technology (VSU)
- Prepared SACS substantive change for Online Ed.S. (VSU)

COURSES TAUGHT

Valdosta State University

- ITED 3000 Integration of Technology into Curriculum
Undergraduate course where students applied the Technology and Learning Continuum Model to develop technology-infused learning units.
- ITED 7080 Technology and Learning Standards (Online and Face to Face)
Graduate course where students evaluate existing technologies for teaching and learning, provide reviews of technologies for classroom use, and design technology-integrated learning activities.
- ITED 7200 Introduction to Information Resources
Graduate course where the students learn about a variety of information technology, Internet resources, and how to build a website.
- ITED 7400 Networking and Automation
Graduate course where students gain knowledge of computer networking, diagram an existing network, break-down and rebuild a PC, and problem solve a networking scenario.
- ITED 7040 Learning and Thinking with Computers (Online and Face to Face)
Graduate course where students learn concept mapping and design technology integrated learning activities.
- ITED 8100 Theory, Models, and Perspectives in Instructional Technology (Online)
Online graduate course where the students become versed in the major theories, models, and perspectives of instructional technology. Students also apply change theory, organizational theory, and policy theories.
- CIED 9400 Implementation and Evaluation of Curriculum & Instruction
Graduate course where students begin the design of their dissertation proposal.

University of Georgia (Spring 2008)

- EDAP 8210 Educational Policy (Face to face)

Middle Georgia State University (Fall 2013)

- ECSE 3400 Technology in the Classroom (Hybrid)