

2010-11 MAIT Director's Report

Goals from Academic Year 2010-11

[Use this space to describe any goals your program set and to report results your program measured.]

The Master of Arts in Instructional Technology (MAIT) Program faculty worked toward three major goals during the past year. First, we endeavored to continue partnerships with existing cohort groups and establish new partnerships. Secondly, we started to implement the Instructional Technology Leadership Academy (ITLA), and a minor program in Digital Literacy and Multimedia Design that we had developed during the 2009-2010 academic year. Finally, we successfully conducted a five-year program review.

During 2010-2011 including Summer 2011, we offered a total of seven different off-campus programs. Eight Burlington cohort group students successfully finished the MAIT program in Fall 2010. Students in Brigantine, Linwood, Camden County Technical School (CCTS), and Millville III continued taking courses. Beginning in Spring 2011, the Southern Regional School District (SRSD) started a new cohort with 16 students. During the Summer 2011, we were able to offer an off-campus MAIT (non-cohort) course at Hammonton High School, and hope to continue offering off-campus courses at Hammonton High.

During the Spring 2011, in conjunction with the ITLA, we launched INTC 4610: Advanced Instructional Technology I (2 crs.) with 19 selected pre-service teachers, and each student was placed in a school with a tech-savvy mentor. These students will continue to take INTC 4620: Advanced Instructional Technology II (2 crs.) in the Fall 2011 to advance their leadership and technology skills in K-12 schools.

During the Fall 2010, the Digital Literacy and Multimedia Design Minor was approved by the Faculty Senate and Deans Council. In Spring 2011, 13 courses across the disciplines were offered in support of this minor. A couple of new INTC courses, INTC 4630 Visual Literacy & INTC 4940: Digital Design Studio (Capstone), were developed especially to meet the needs of this minor, and will be offered in the near future.

During the Spring 2011, Dr. Amy Ackerman led the MAIT five-year program review. As a consultant, Dr. Angela Cristini from Ramapo College of NJ visited Stockton and reviewed the program. After meeting faculty/students/ administrators and reviewing files, she commended the following areas:

- Clearly addressing teaching and assessment issues
- Developing a minor
- Increasing MAIT enrollment
- Establishing new cohorts at off campus locations
- Launching the Instructional Technology Leadership Academy
- Bringing the International Visual Literacy Association (IVLA) conference to Stockton in September 2011

Three major recommendations the consultant made are (1) offering 4 credit course(s) to shorten the time to finish the program, (2) developing a strategic plan for tech support (distance tech support, server, lab, etc.), (3) designing a joint program among MAED, MAIT, and MAEL. We value these recommendations, and plan to discuss them further.

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Fall Graduate Enrollment Tables

	Fall 2009		Spring 2010			Fall 2010		Spring 2011				
Major Program	PT	FT	PT	FT		PT	FT	PT	FT			
		58	1	63	0		67	3	68	2		
School	Fall 2009		Spring 2010			Fall 2010		Spring 2011				
	PT	FT	NMAT	PT	FT	NM	PT	FT	NMAT	PT	FT	NM
	477	187	82	437	181	69	507	197	113	458	221	64

Summary of Courses Taught by Program Faculty

Total Course Enrollments	FA 2009			SP 2010			SU 2010			FA 2010			SP 2011			
	Faculty	Students	Reg	Adj	Stu	Reg	Adj	S	R	A	Stu	Reg	Adj	Stu	Reg	Adj
INTC 5001		9	1		11	1		1	1		13	1				
INTC 5110		7	1								11	1		26	4 (2)	
INTC 5120					14	1					11	1		11	1	
INTC 5160		27	2		6	1					5	1		15	4	
INTC 5170					13	2					8	1		15	2	
INTC 5179		5	1													
INTC 5230					8	1										
INTC 5280								1		1						
INTC 5320								1	2		7		1			
INTC 5330					22		2	1	2					15		1
INTC 5340								7	1		8		1			
INTC 5410		5		1												
INTC 5420														7		1
INTC 5530														12		1
INTC 5545								8	1							
INTC 5450					11		1									
INTC 5560											9	1				
INTC 5591											8		1			
INTC 5701														1	1	
INTC 5800		4	2													
INTC 5810		16	1		5	1					13	1		7	1	

(I noticed that some information provided me was not correct (red strikethrough text); I corrected the information and made it green.)

Summary of Degrees Granted

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	FA08	SP09	SU09	FA09	SP10	SU10	FA10	SP11
Degrees Granted	9	5	0	17	5	0	13	7

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Director Comments about Course Enrollment, Degrees Granted Tables and other curriculum/teaching issues:

[Use this space to reflect on the course and degrees tables above, as well as on any applicable teaching innovations; curricular changes including delivery mode, track and certificate development; capstone experience, etc.]

Based on our five-year review data, MAIT enrollment (HDCT) had dropped during the year of 2007 (Fall '06 enrollment: 82 vs. Fall '07 enrollment: 50). This might have been caused by (1) competition with the newly developed MAED program, (2) natural diminution, years after launching the MAIT program, and/or (3) declining economy in general. Of course, we could not ignore that the enrollment decline could be due to (4) delivering an unsatisfactory program. However other data (e.g., positive student feedback, the establishment of a third Millville cohort group after the second Millville group graduated) suggest that we can eliminate (4) as a factor. Also, during the last two years, although it is not a big jump, enrollment has been increasing steadily. A major factor contributing to the increase in enrollment is the expansion of cohort groups. We reached out to new communities, such as Camden County Technical School and Southern Regional School District, last year. From this Spring 2011, Stockton's new policy of all-inclusive discount tuition for off-campus SOE graduate courses helped and will continue to help to attract potential students who are interested in the MAIT program.

However, this all-inclusive discount tuition for off-campus courses brought two issues to our attention (1) it may impact on SOE on-campus graduate course enrollment and graduate program presence on-campus (2) while Stockton administration seems to emphasize on-line courses or hybrid courses, as long as a course is listed as on-campus course, the students taking an on-line or hybrid course cannot benefit from the all-inclusive discount tuition. These issues should be carefully examined in the near future.

The table below shows the average class size and the percentage of courses taught by full-time faculty members or adjuncts. The class size and the ratio look stable and healthy.

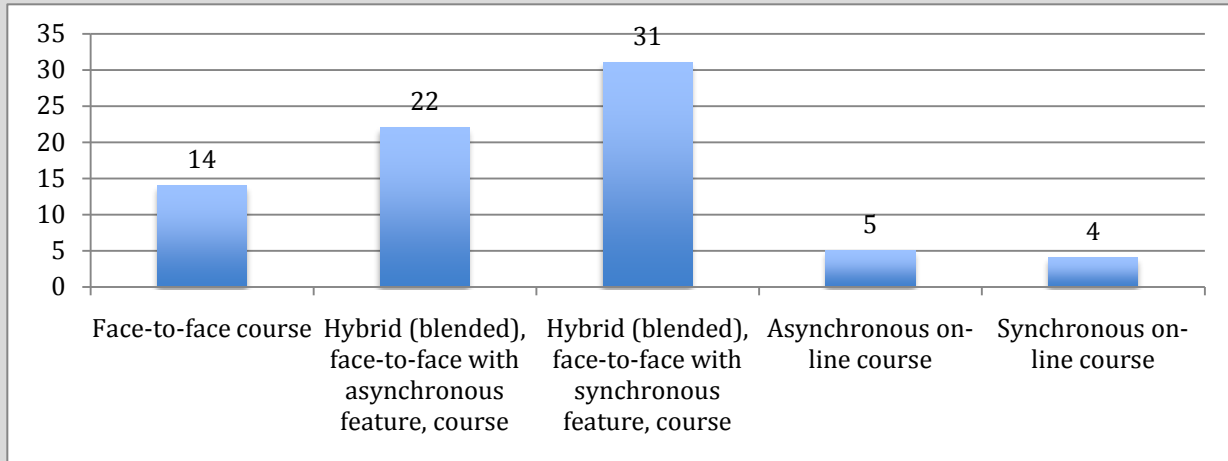
Table 1. Class size and percentage of courses taught by full-time faculty and adjuncts

	Fall 2009	Spring 2010	Fall 2010	Spring 2011
# of Courses Offered	9	9	10	8
Class Size	8.1	10	9.3	11.75
Taught by Full-time Faculty	8 (89%)	7 (70%)	8 (73%)	8 (73%)
Taught by Adjunct	1 (11%)	3 (30%)	3 (27%)	3 (27%)

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We asked current MAIT students their preferred delivery course format. 76 students including non-matriculated students participated in this survey.

Figure 1. Current students' preferred course delivery format



As you see in Figure 1, our current students preferred hybrid courses with synchronous (31 students, 41%) or asynchronous (22 students, 29%) course format, followed by face-to-face format (14 students, 18%).

We also asked their preferred course delivery format to graduating students and alumni while conducting learning outcome survey.

Figure 2. Graduating students' preferred course delivery format (From Exit survey)

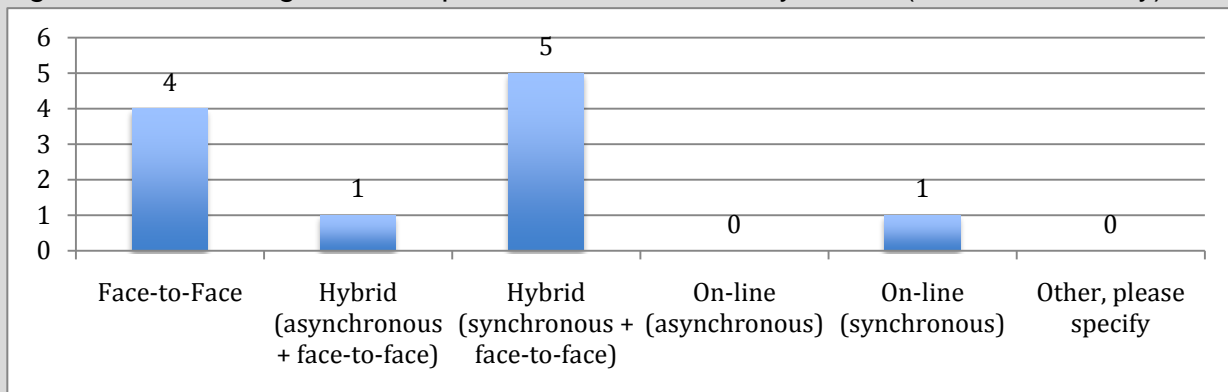
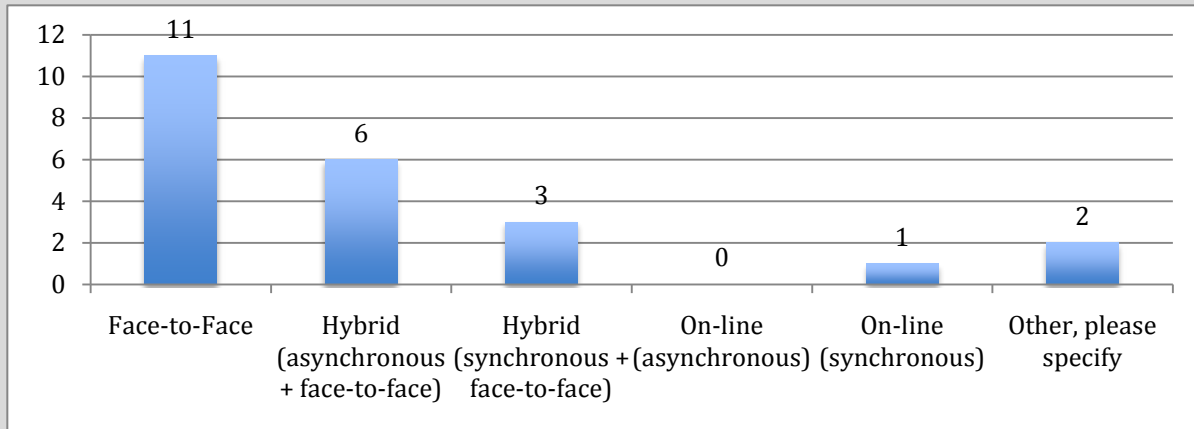


Figure 3. Alumni's preferred course delivery format (From Alumni Survey)

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Although the numbers are not big enough to run any statistics, it is interesting to compare these three data sets. In Figure 2, based on the exit survey of 11 students who graduated in December 2010 or May 2011, they preferred synchronous hybrid course format (5 out of 11) or face-to-face (4 out of 11). As shown in Figure 3, of the alumni who graduated between 2006 to 2010 (only 23 respondents), 11 people (48%) preferred face-to-face format while 6 people (26%) wanted asynchronous hybrid and 3 people (13%) preferred synchronous hybrid. In short, the more recent the MAIT students are, the more they preferred alternative delivery formats.

Over the years, we have been gradually increasing the number of online sessions in our courses, both in hybrid and primarily face-to-face. As they are gaining more experience with online learning modalities, students may be becoming more comfortable and more likely to prefer online class sessions. One noteworthy trend is that it appears that hybrid courses have been gaining steadily in popularity over the past few years. MAIT faculty members will reflect on the data and increase the amount of synchronous or asynchronous hybrid features in our INTC courses.

We are also interested in the relatively low rate of preference for totally online courses in these survey results. We need to consider that we have offered only a couple of on-line courses in our MAIT history. Therefore, the low preference rate of total online course may be caused by little or no experience with online courses, or bad experiences at some other institution. Also, we cannot overlook the possibility that our students applying for the Stockton may not like online courses; they come to Stockton because they expect to have face-to-face interaction.

With the support of School of Education (SOE), we will hire a professional online course designer to develop an asynchronous course, Instructional Design and Development, and we plan to teach the course during the Summer 2012. It will be informative to study students' feedback and outcomes.

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Faculty Complement Tables: (pre-filled by Institutional Research)

	Rank	Hire Date	Gender	Race/Ethnicity
Harvey	ASSOC	FA99	M	W
Lee, Jung	ASSOC	FA99	F	A
Polsinelli, Phil	ADJ/STAFF	FA05	M	W
Ensminger, Darryl	ADJ	2010	M	W
Figart, Deborah	PROF	1995	F	W
Piliero, Frances	ADJ2	FA05	M	W
Foster, Kathleen	ADJ	2006	F	W
Ackerman, Amy	ASST	SP07	F	W
O'Hanlon, Erin	ADJ	2009	F	W
Ross, Susan	ADJ	2010	F	W
Youhari, Faisal	ADJ/STAFF	2011	M	W
Foster, Kathleen	ADJ		F	

(Dr. Deborah Figart is not in the MAIT program. Kathleen Foster was listed twice)
 [Attach Appendix of Faculty Activity – from Sedona]

Director Comments about Faculty Complement Table and Faculty Activity:

[Use this space to reflect on faculty complement, faculty retention and development, faculty mentoring and recruitment, scholarly and creative activity, service and engagement, etc., if applicable.]

I include our updated curriculum vitae here as appendices (Appendix 1, 2, & 3). MAIT program faculty members have been productive in a wide variety of scholarly endeavors last year including presentations at the International Society for Technology in Education, the biggest convention in the field of instructional technology.

I am especially proud that MAIT faculty members are quite active in service and engagement. For example, two out of three MAIT faculty members, Doug Harvey and Amy Ackerman, serve as Stockton Faculty Senators. I am chairing the 43rd International Visual Literacy Association Annual Conference with Frank Cerreto in September. In addition, I believe our voluntary recruitment efforts resulted in expanding our cohort/off-campus program. For example, last year, we visited Southern Regional High School and Hammonton High School a couple of times for each school and offered an off-campus information session. We volunteered to staff the Stockton booth at the NJEA convention and attended many open house events. Also three of us are involved in the NJEA Summer Technology Institute as organizers and/or presenters.

We have a very strong pool of adjuncts. Except Mr. Darryl Ensminger, our adjuncts are MAIT graduates. As I receive their interest letter along with their resume, we discuss, select, and invite only our best graduates as our adjuncts. Advantages of hiring our own MAIT graduates are (1) since they were trained in our program, they are fully aware of program expectations, (2) Adjunct experience may help them to advance in the field, which eventually will promote our program (3) since students in the program know that excellent graduates will be hired as adjuncts, this opportunity can serve as their motivation for excellence in the program.

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Program Learning Outcomes Assessment Summary for 2010-11:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. To investigate whether core courses carry out the general objectives and meet the International Society for Technology in Education (ISTE) NETS standards	<ul style="list-style-type: none"> • Alignment of assignments in 6 core courses with MAIT general goals and ISTE standards (see Appendix 4 Sample Curri Map) • Core course GPA: Direct measure 	<ul style="list-style-type: none"> • Curriculum mapping • More than 90% of students earned a grade of A. 	<ul style="list-style-type: none"> • Based on curriculum mapping, core courses provide assignments meeting our general objectives and ISTE standards • GPA provides evidence of general achievement 	Development of capstone project rubric should be considered to evaluate specific objectives directly.
2. To review MAIT specific objectives (see Appendix 5 for the list of outcomes)	<ul style="list-style-type: none"> • Current students' survey: Indirect measure • Exit survey: Indirect measure 	See Appendix 6: Program Assessment	<ul style="list-style-type: none"> • Based on self-reported evaluation, program deliver the objectives 	A couple of weak areas will be reviewed and discussed.
3. To investigate the long-term outcomes of the program	Alumni survey: Indirect measure	See Appendix 6: Program Assessment	Those alumni who participated in the survey seemed to benefit from the degree and knowledge/skills they learned in the program	Maintain relationship with alumni and continue to solicit their achievements.

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[Attach Appendices, if desired]

Director Comments about Learning Outcomes Assessment Table:

[Use this space to elaborate on results, interpretations and the actions your program has taken or plans to take, based on assessment results.]

Overall, I am pleased with our learning outcomes. If the survey results reflect the truth (Appendix 6), I do not see any major weakness in our program at this point. However, as technology changes rapidly, we need to keep updating our curriculum and learning activities, which remain our challenge.

The limitations of this assessment would be (1) the fact that our measurements are not direct and mostly self-reported, (2) students participated in the survey voluntary, so we do not know about the responses of those who did not participate in the survey, (3) although GPA shows the general achievement, it does not point out specific areas. Therefore, we question the validity of the conclusions.

In order to address validity concerns, we need to develop a rubric based on our objectives and evaluate the capstone project.

Director's Annual Activity Plans for 2011-12:

[Use this space to describe anticipated initiatives, goals, resource needs, unique budget items for the year ahead and, if applicable, longer term plans beyond the upcoming year.]

Upcoming year goals

From the Fall 2011, Dr. Amy Ackerman will take over the directorship for the next two years. Because she led the five-year program review, I believe she understands the current weaknesses and strengths of the program more than anybody else and will lead the program in the right direction.

As mentioned earlier, the consultant gave us interesting and valuable recommendations, and with the new program director, we will follow-up with those recommendations. Especially, we will focus on the three major recommendations.

Besides working on these, we will continue and expand off-campus courses and INTC undergraduate courses for the minor.

Resources and unique budget items

We were informed that the new MAIT lab (or SOE technology labs) will be located in the new SOE neighborhood and outfitted with better equipment. We are looking forward to this new development, and will be actively involved in designing the new state-of-the-art facility. We anticipate receiving sufficient funds to provide the labs with cutting edge hardware and software including smartboards.

Long-term plan:

The practice of instructional technology transcends the use of a variety of technology for teaching and learning; it is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning" (AECT definition, cited from Seels and Richey, 1994). Therefore, it emphasizes intellectual processes of designing instruction.

However, our current program is more focused on the use of technology. It may be time to expand the identity of the Instructional Technology Program at Stockton. For example, ITLA and the minor both represent attempts to (1) broaden the mission of the program and (2) move instructional technology into the undergraduate arena at Stockton. In addition, we may wish to consider increasing our course offerings in design and analysis and infuse critical thinking in the program curriculum. In pursuit of our goals, we will collaborate with faculty members across the disciplines.

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[Attach Appendices, if desired (such as SWOT, budget worksheet, addenda)]

Our five-year report listed SWOT in detail. Please see that.
Also note that all six appendices here are a part of the MAIT five-year review report packet. If you already read, they would be duplicates.

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Process for piloting the Template:

1. Institutional Research completes the data charts by May 31; sends to Deans
2. Grants Office assists in providing Sedona appendices (if available; Scholarly Reports if Sedona is not yet available) (on track for May 31?)
3. Deans forward the data laden template to Graduate Program Directors
4. Program Directors add their reflections and any appendices by June 30
5. Program Directors send report to appropriate Deans.
6. Deans send copies to Provost's Office and IR for aggregate reporting during pilot year (this will be manual during July-August 2011)

In 2011-12, the template will be replaced with an online form that collects and stores all data centrally, fields from which Grants, Provost, Deans, and Institutional Research Offices could assemble key reports:

- a. Annual Directors Report
- b. Aggregate Learning Outcomes Report
- c. Aggregate Scholarly Activity Report
- d. President's Report to the Board of Trustees

Deans will then have more of a "School-wide Dashboard" of analytic views and

Comments from the Dean:

July 19, 2011: I have reviewed this annual report and concur with the reflective analysis and comments from Dr. Jung Lee, Graduate Program Director.

The MAIT Program is to be commended for being creative and seeking to expand enrollments through aggressive off-campus marketing and cohort development. In addition, the launch of a new two credit course in conjunction with the ITLA is proving to be successful. The development of the Digital Literacy and Multimedia Design Minor will also assist with the growth and success of overall MAIT initiatives. Completion of the five year program review this year offered the faculty to assess all aspects of the program and the consultant's report helped frame issues that will be addressed in the future. A number of recommendations that were addressed during the five year self study process will be on the agenda for faculty and administrative review during the coming year.

The success of the "off campus" tuition discount program is noted. However, we need to be mindful of maintaining our competitiveness in the "off campus" market as well as minimizing any negative impact for students enrolling for MAIT courses on campus and not receiving the discount. Also, efforts to begin offering a core course (Instructional Design) entirely "on-line" are underway and the program will need to evaluate the effectiveness of this new core course in this revised on-line format. Program faculty and Dr. Lee in particular (for serving as a co-chair), are to be commended for hosting an international visual literacy conference in fall 2011.

Finally, I encourage program faculty to continue to address assessment-related issues, particularly related to validity and rubric-development, as noted in the director's report. Efforts to link individual course outcomes and assessments to desired program outcomes (including Capstone) are critical for overall assessment effectiveness. It is suggested a Zoomerang or Survey Monkey Survey be conducted to assist with this effort.

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Dean of Graduate and Continuing Studies Comments:

The MAIT program has successfully adopted and sustained the cohort approach to satisfy the market need for this program among teachers. It has been a pleasure to witness the talents and competencies of its students during their capstone presentations. The program completed a successful 5-year review and has set out to analyze the recommendations brought to its attention by the consultant. Their efforts to advance undergraduate work in instructional technology bode well for capturing future applications and enrollments.

The "all-inclusive tuition" element being utilized with various off-campus cohorts has created the unintended consequence of on campus students wanting to migrate to the cohorts. This issue should be tracked moving forward.

I am pleased to see the program is working on adding online courses to its curriculum. I believe the program's recent efforts to hire a professional online course designer is a symptom of a missing competency within the college. Online courses in graduate courses is a competitive advantage and one we do not currently have. I would like to see and be part of an effort made to review and consider the needs of faculty for support services to advance the use of online courses.

Amy S. Ackerman, Ph.D.

201 East Lake Blvd, Medford, NJ 08055

amy.ackerman@stockton.edu

amy@ackermanassociates.com

856-983-9999

Education

1975-1980 Florida State University, Tallahassee, FL
Ph.D. - Instructional Systems

1969-1970 Temple University, Philadelphia, PA
M.Ed. - Educational Media

1965-1969 Trenton State College (The College of New Jersey)
B.A. - Education

Professional Experience

Assistant Professor - Instructional Technology, School of Education (awarded tenure)
Spring, 2007- Present The Richard Stockton College of New Jersey, Pomona, NJ

- Offer courses, seminars, and tutorials, and supervise independent studies in Instructional Technology.
- Offer courses in General Studies curriculum. Serve as preceptor to students.
- Participate in scholarship and/or creative activities as appropriate to the discipline.
- Provide service to the college, community, and profession.
- Perform other duties as designated by the Dean or the Provost and Executive Vice President

Teach **11** graduate courses: Intro to Instructional Technology, Theoretical Foundations of Instructional Technology, Instructional Design and Development, Adult Learning, E-Learning in the Workplace, Integrating Technology in the Classroom, Human Performance Technology, Collaboration in Instructional Technology, Information Communication Technology Literacy, Research in Instructional Technology, and Capstone Final Project, using a blended approach for each.

Created and taught General Studies, online undergraduate course, *Teaching with Web 2.0*

Adjunct Instructor, Instructional Systems Division

9/02-2008 Penn State University, Great Valley
Malvern, PA

Taught two graduate courses each semester (Models and Strategies for Designing Instruction; Constructivism in Learning Environments) with blended approach

Second reader for Master's Papers

Facilitated on-line courses via ANGEL, course management system: Human Performance Technology

Awarded Best Graduate Course Materials on ANGEL (course management system) across all Penn State campuses

Adjunct Instructor

1/02- 2009 Human Resource Development Institute (HRDI), Trenton, NJ
Taught courses toward Trainer Certificate for employees in State of NJ
(Determining Training Needs, Curriculum Design, Applied Curriculum Design,
Training Evaluation, Performance Consulting, Evaluating Training Programs, Making
Powerful Presentations)

Adjunct Instructor

1/03- 2008 Southern Illinois University – McGuire Air Force Base
Taught 40-hr blended course (Evaluation and Assessment of Learning) three semesters per
year to undergrad students in Workforce Education Program toward BA

Training Manager and Disaster Assistant Employee

10/03-2008 Dept Homeland Security/Region III – Philadelphia, PA
Taught courses to Disaster Center staff (Powerful Presentations; Concept Mapping)
Conducted performance consulting to identify performance gaps
Designed training and other interventions to fill performance gaps

Contract Instructor

1/90-2008 California Dept. of Justice, Sacramento, CA
Taught 1-week workshop in Train the Trainer Techniques twice annually to
under-cover narcotics agents (police officers) throughout State of California

Adjunct Instructor

5/88-12/03 University of California, Berkeley, CA
Taught 30-hour courses in HR and Training Certificate Program (Training and
Learning in Organizations, Designing Curriculum, Training Evaluation, Performance
Consulting, Facilitating Training, Interactive Training Techniques)
Conducted courses via videoconferencing

Contract Instructor

1/88-12/04 State Training Center, Sacramento, CA
Taught courses to CA State employees (Needs Assessment, Training Developers Workshop,
Training Evaluation, Return on Investment, Training Facilitation, Interactive
Training Techniques, On-the-Job Training, Design of CBT, Performance Consulting,
Concept Mapping, Dealing with Difficult People, Customer Service, Business Process
Improvement, Total Quality Management Concepts and Tools, Making Powerful
Presentations, Team Building, Project Management)
Conducted courses via video conferencing

Contract Instructor

6/94-12/03 City of Concord, Concord, CA
Taught quarterly courses to gov't employees as part of Concord City Gov't staff development
(Project Management, Powerful Presentations)
Developed curriculum for gov't staff development

Senior Management Consultant

3/04-Present Rutgers University, School of Business, Camden, NJ
Performance consultant with clients for Center for Entrepreneurial Management

Performance Consultant and Trainer

10/85-Present Ackerman Associates, (President) Medford, NJ
Coach, consult, train individuals and groups in skill and knowledge building to improve Performance

Develop and deliver performance improvement interventions (training and non-training formats, classroom and distance learning)

Partial client list: ATT, Clorox, SunMicro, Schwab, Glaxo, Price Waterhouse, PGE, Bank of the West, DOW Chemical, Roche, Consumer Affairs, NOAA HAZMAT, OPM, USDA, US Navy (Japan), Colorado Group (Australia), various agencies in federal, state, and local government

Adjunct Instructor

1994-1999 Diablo Valley College, Pleasant Hill, CA

Taught courses in Project Management and Executive Presentation Skills to public and private sector audiences

Adjunct Instructor

1985-1992 Office of Personnel Management (OPM), US Gov't, San Francisco, CA

Taught courses for trainer certificate, communication, and management

Training Manager (Full time employee)

6/83-10/85 Pacific Bell, San Francisco, CA

Directed deployment of CBT throughout California and Nevada on mainframe, mini-, and micro-computers

Directed deployment and training of PC's throughout PacBell for use of email and office admin systems

Automated manual systems throughout customer service reps in CA and NV

Supervised managers as performance consultants to improve job performance in PacBell

Designed and implemented strategy for creation of Telesis Management Institute to improve company executives

Conducted pilots for course and meeting delivery with videoconference equipment

Instructional Technologist (Full time employee)

6/80-6/83 Bell Labs, Piscataway, NJ

Consulted throughout Bell System on performance improvement

Designed interface and documentation for UNIX-based CBT system for internal use and eventually sold commercially

Evaluated and revised software engineering curriculum with focus on inspections

Designed media cycle for in-house video productions

Consulted on quality assurance and quality circles across Regions in Bell Labs

Developed and delivered instructional design curriculum

Presented sessions at professional conferences such as COMPSAC

Served on various boards as representative for Bell Labs (e.g., IEEE Educational Activity Board)

Teaching Assistant

9/75-6/80 Florida State University, Tallahassee, FL

Conducted classes, coached students, collaborated with faculty, conducted data collection and formative evaluations for Robert Gagne', Leslie, Briggs, and Walter Dick

Chaired Student Activity Committee in college of education

Presented at AERA conferences

Wrote textbook chapter for *Instructional design: principles and applications* (1977)

Assistant Professor of Education (Full time employee)

6/75-6/80 Valdosta State College, Valdosta GA

Taught graduate and undergraduate courses in media production, instructional design, and educational research in college of education

Supervised student teachers K-12 throughout State of Georgia

Designed and implemented distribution and retrieval system for campus use of instructional equipment

Advised students and served on various campus committees

Adjunct Instructor

6/74-75 Burlington County College, NJ

Taught media production courses (off campus programs)

Teacher and Media Director (Full time employee)

9/70-6/75 Cinnaminson Middle School, Cinnaminson, NJ

Taught 6th grade science and math

Implemented use of individualized learning contracts and stations

Directed media program for print, non-print, and equipment

Obtained and implemented grant for use of instructional media to integrate community resources into interdisciplinary curriculum

Designed, recruited, and trained volunteer force of 20 parents to facilitate operation of Media Center

Created media pal program as cultural exchange project

Established partnership with Rohm and Haas for classroom experiments with anti-static carpet samples

Graduate Assistant

9/69-6/70 Temple University, Philadelphia, PA

Supervised labs and conducted workshops for ed media classes

Collaborated with faculty on instructional design of materials

Presented at national conferences with faculty and fellow GA's

**International
Experience**

Performance consultant and workshop facilitator

9/06 Colorado Group (clothing company) Brisbane & Sydney, **Australia**

Taught instructional design, facilitation, and job aid development

Consulted with HR staff to identify performance gaps and interventions for improvement

Contract Trainer

12/90 & 11/92 US Navy; Yokuska, **Japan**, Submarine Base

Taught courses in Team Building, Dealing with Difficult People, Presentation Skills, Conflict Resolution to military personnel, Japanese nationals, and civilians

Media and Technology Overseas Study

Summers (1970, 71, 72) **Africa, Europe, Russia, Far East** as part of Temple University graduate program studying global use of instructional technology

Exchange Teacher Program

1969 Taught 4-6th grade ESL in **Puerto Rico** as part of student teaching experience via Trenton State College (The College of New Jersey)

Awards, Honors, Grants

Summer Tech Academy participant, 2009, developed and implemented supplemental MAIT course materials for virtual delivery.

Research and Professional Development Grant, "Development of Online, Interactive, Audio/Video Tutorial for Database Research Skills," The Richard Stockton College of NJ. July 2008.

Educational Researcher Award (Association for Communication and Technology)

Honorary Society: Phi Delta Kappa (Educational Leader Award)

Innovative Teacher Grant (State of NJ)

Teacher Exchange Program (Puerto Rico)—Taught ESL, 4-6th grades

Best Research Paper (International Congress for Individualized Instruction)

Teaching Assistant for ISD pioneers: Robert Gagne', Walter Dick, & Leslie Briggs (FSU)

Best Graduate Course on ANGEL, course management system, across all campuses, Penn State University

Memberships

Garden State Distance Learning Consortium, Higher Education Liaison and Executive Board

Editorial Board for *Performance Improvement Quarterly* (PIQ)

Review manuscript submissions for possible publication (refereed publications)

Judge Panel, Annual Tri-County Spelling Bee, sponsored by *The Press of Atlantic City*

Association for the Advancement of Computing in Education (AACME)

Association Educational Communication and Technology (AECT)

American Society for Training and Development (ASTD)

International Society for Performance and Instruction (ISPI)

NJ Manufacturing and Industry Association

Society for Applied Learning and Technology

Society for Information Technology & Teacher Education

Certificates

NJ Teaching Certificate, Elementary Education

Educational Media Specialist

Publications

Book Chapters

Ackerman, A.S. (1996). Evaluating training programs, Chapter 17, In R.M.Gagne' & K.L. Medsker (Eds.), *Conditions of learning*. New York, NY: Holt Rinehardt, Inc.

Ackerman, A.S. (1977). Chapter 17 in Briggs, L.J. (Ed.), *Instructional design: principles and applications*. Englewood Cliffs, NJ: Educational Technology Publications.

Refereed Articles

Ackerman, A.S. (2010). Social and cognitive processing when teaching with web 2.0 technology. *Journal of Online Learning and Teaching* (under review)

Lee, J., Cerreto, F.A., & Ackerman, A.S. (2010). A cognitive-load-theoretic comparison of two tools for the presentation of visual analysis. *Selected Readings of the International Visual Literacy Association (ILVA)*, 155-159.

Ackerman, A.S. (2008). Hybrid learning in higher education: Engagement strategies. *College and University Media Review*, 14(1), 145-158.

Ackerman, A.S. (1981). Hocus-pocus, imagery in focus: Implications for individualized instruction. *Journal of College Science Teaching*, XI (1), 32-35.

Editorial Board Reviewed Article

Ackerman, A.S. (2008). Blended learning ingredients: A cooking metaphor. *Journal of Instruction Delivery Systems*, 22(3), 21-25.

Non-Refereed Articles

Ackerman, A.S. (2002). Test your management acumen. *Burlington County Women*, V (2), 36.

Ackerman, A. S. (2002) Testing, testing, 1,2,3: Speaking skills assessment. *Burlington County Woman*, V (1), 32.

Ackerman, A. S. (2001) Hook-'em, Dano: The art of successful communications. *Burlington County Woman*, IV (5), 37.

Ackerman, A.S. (1989). Tips for vendor supplied training, *System Builder*, 2 (4), 12-13.

Ackerman, A.S. (1983). Basic electricity series; Self-paced technical education program review. *Educational Technology*, XXIII (1), 42-43.

Ackerman. A.S. (1981). Young educational leaders. *Phi Delta Kappan*, 62(5), 325-326.

Ackerman, A.S. (1979). Professor co-ops: Media students design and develop instructional materials with professors. *Educational Technology*, XIX (1), 41-43.

Ackerman, A.S. (1977). Media pals: a cultural exchange project. *Audio Visual Instruction*, 22(7), 26-30.

Ackerman, A.S. (1975). Light and lenses. *Library Journal Preview*, X, 22.

Conference Proceedings

Ackerman, A.S. (October, 2010). Wanna wimba the web2.0 wave? *New Jersey Association for Educational Technology (NJ AET)*, Georgian Court University.

Ackerman, A.S. (October, 2009). Hybrid learning in higher education: Tested techniques. *Proceedings of World Conference on E-learning in Corporate, Government, Healthcare, and Higher Education*, Association for Advancement of Computer Education. 1481-1485.

Ackerman, A.S. (March, 2009). Engaging graduate learners in honeymoon experiences: Collaboration tools and techniques for blended learning. *SITE Proceedings International Conference Association for the Advancement of Computing in Education*. 85-590.

Ackerman, A.S. (February, 2008). Blended Learning Strategies: Batter Up. New Learning Technologies Conference, Annual Conference of the Society for Applied Learning technology (SALT), Orlando, FL.

Ackerman, A.S. (1983). Software inspections: Training, implementation, evaluation. *Conference Proceedings: Association for Computing Machinery (ACM) Computer Science Conference*.

Emerson, T.J., Ackerman, A.S., Fowler, P.J. (1983). Training for software engineering technology transfer. *Conference Proceedings: IEEE Computer Society Workshop on Software Engineering Technology Transfer*.

Ackerman, A.S. & Ebenau, R.G. (1982). Software inspections. *Conference Proceedings: COMPSAC 82*.

Ackerman, A.S. (1981). Effect of adjunct questions and imagery ability on retention of science rules: An instructional design perspective. *Conference Proceedings: Research and Theory Division at the National Conference for Association for Educational Communication and Technology (AECT)*.

Ackerman, A.S. (1980) Retention effects of questions designed to encode visual images for learning to apply rules. *Conference Proceedings: American Educational Research Association (AERA)*.

Ackerman, A.S. (1980). Imagery ability and individualized instruction. *Conference Proceedings: International Congress for Individualized Instruction*.

Presentations – National, International, State and Local Conferences

Ackerman, A. S. (Scheduled August 2-3, 2011). Web literacy and critical thinking. 2011 NJEA Summer Tech Integration Institute, The Richard Stockton College of New Jersey.

Ackerman, A.S. & Trail, M.A. (June 26, 2011). Students Get Lit: Acquiring Literacy with Web2.0 Screencasting. International Society for Technology in Education Conference, (ISTE), Philadelphia, PA.

Ackerman, A.S. & Silveri, S. (March 2, 2011). Reflect in tech: An algebraic digital portfolio. 11th Annual Day of Scholarship, The Richard Stockton College of New Jersey.

Ackerman, A.S, Erin Maloney, Dustin Rauenzahn, Apostolos Venianakis, & MaryAnn Trail. (March 2, 2011). Grad Students Get Lit: Acquiring Literacy with Web2.0 Screencasting. 11th Annual Day of Scholarship, The Richard Stockton College of New Jersey.

Ackerman, A.S., Pratta, R., & Davis, Stacia. (January 10, 2011) Assessing your needs in the 21st century. Congregation Beth Judah, Board of Trustees. Ventnor, NJ.

Ackerman, A.S. (October, 2010). Wanna wimba the web2.0 wave? New Jersey Association for Educational Technology (NJAET), Georgian Court University, Lakewood, NJ.

Ackerman, A.S. (October 8, 2010). Project Based Learning (PBL) and webquests and other web2.0 tools. PleasanTech Academy Charter School of Pleasantville.

Ackerman, A.S.& Juliani, K. (March, 2010). Wimba live classroom and web2.0 applications. From My Classroom to Yours, Annual Conference, SRI&ETTC, The Richard Stockton College of New Jersey.

Ackerman, A.S. (October, 2009). Blended learning: five powerful techniques. International Conference of Online Learning. SLOAN Consortium, Orlando, FL.

Ackerman, A.S. (October, 2009). Hybrid learning in higher education: Tested techniques. Presented at E-Learn 2009, World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Association for the Advancement of Computer Education, Vancouver, Canada.

Ackerman, A.S. (March, 2009). Engaging graduate learners in honeymoon experiences: Collaboration tools and techniques for blended learning. Presentation at SITE International Conference –Society for Information technology and Teacher Education, Charleston, SC.

Ackerman, A.S., Dolcy, P. & Sarraiocco, S. (March, 2009) Wanna wimba in our virtual classroom? From My Classroom to Yours, Annual Conference, SRI&ETTC, The Richard Stockton College of New Jersey.

Ackerman, A.S. (March, 2009). Preheating for hybrid learning: Five ingredients. Tenth Annual Faculty Best Practices. NJEdge, College of St. Elizabeth, Morristown, NJ.

Ackerman, A. S. (September, October, 2009), Certificate in Instructional Design and Effective Program Facilitation, Sponsored by Atlantic Cape Safe Youth Partnership The Richard Stockton College of New Jersey.

Ackerman, A.S. (April, 2008). The “I’s” have it - Interactive Interventions for Improvement.” Presentation at Annual Performance Improvement Conference for International Society for Performance and Instruction. (ISPI) New York, NY.

Ackerman, A.S. (April, 2008) The Google Generation and Information Literacy. Presentation at Annual Conference for Equity and Social Justice in Education, The Richard Stockton College of New Jersey.

Ackerman, A. S. (February, 2008). Blended Learning Strategies: Batter Up. Presentation at New Learning Technologies Conference, Annual Conference of the Society for Applied Learning Technology (SALT), Orlando, FL.

Ackerman, A.S. (2003, August). Pump up your confidence. Presentation for Office of Personnel Management (OPM), USDA, Ocean City, MD.

Ackerman, A.S. (1994, May). Using videoconferencing to instruct on techniques of public speaking. Demonstration and presentation at Annual Government Technology Conference, Sacramento, CA.

Ackerman, A.S., Dare, M., & Gaillard, S. (1986, February). CBT implementation: Mainframe, min, and micro computers. Presented at Association for the Development of Computer-Based Instructional Systems, New Orleans, LA.

Emerson, T.J., Ackerman, A.S., Fowler, P.J. (1983, April). Training for software engineering technology transfer. Presentation at IEEE Computer Society Workshop on Software Engineering Technology Transfer, Miami Beach, FL.

Ackerman, A.S. (1983, February). Software inspections: Training, implementation, evaluation. Presentation at Association for Computing Machinery (ACM) Computer Science Conference, Orlando, FL.

Ackerman, A.S. & Ebenau, R.G. (1982, November). Software inspections. Presentation at COMPSAC 82 (IEEE Computer Society), Chicago, IL.

Ackerman, A.S. (1981, May). Adjunct questions and imagery ability. Presentation at the Research and Theory Division at the National Conference for Association for Educational Communication and Technology (AECT).

Ackerman, A.S. (1980, May). Imagery and reading comprehension: Is a picture really worth 1,000 words? Presentation at Annual Georgia Council for International Reading Association, Atlanta, GA.

Ackerman, A.S. (1980, April). Retention effects of questions designed to encode visual images for learning to apply rules. Presentation at the National Conference for American Educational Research Association (AERA), Boston, MA.

Ackerman, A.S. (1980, April). Nonverbal adjunct questions. Presentation at Annual Conference Association for Educational Communication and Technology (AECT), Denver, CO.

Ackerman, A.S. (1980, September). Imagery ability and individualized instruction. Presentation at the International Congress for Individualized Instruction, Toronto, Canada.

Ackerman, A.S. (1980, February). Training validation procedures. Presented at Regional Validation Conference by US Department of Health, Education, and Welfare, Atlanta, GA.

Ackerman, A.S. (1980, January). Adjunct questions designed to induce imagery: Help or hinder? Presented at Florida Educational Research Association Annual Conference, Tampa, FL.

Ackerman, A.S. (1977, April). Media pals: Cultural exchange programs involving student media productions. Presentation at National Conference, Association for Educational Communication and Technology, Miami Beach, FL.

Selective Service

School of Education

- Cohort Task Force, Chair
- Open house and Graduate Orientation – consistent participant
- Library committee (two terms)
- Collaboration with MAED, e.g., lesson plan reviews with Danielson framework

MAIT

- Chair and major author of MAIT, five-year self-study (May 2011)
- Capstone advisor for Showcases with standing-room-only attendance
- Outreach/recruitment (championed new cohort in Southern Regional School District and new site for off campus graduate courses in Hammonton)
- Preceptor for 30 grad students
- Advisor for two MAIT recipients of Distinguished Research Fellowships
- Expanding MAIT global collaborations and MAIT virtual students (e.,g., sync course completion from Panama via wimba)

College and larger community

- Faculty Senator –(at large)
- Garden State Distance Learning Consortium (GSDLC)
(Higher Education Liaison and Executive Board Member)
- Five campus committees
 1. Graduate Studies
 2. Technology & Media
 3. Campus Hearing Board
 4. Distinguished Research Award
 5. Library
- Tri county Spelling Bee Judge
- SOAR faculty member- 3-day camping weekend
- Regular participant in open houses, orientations, and other college events
- Spearheaded alum award recognition at Homecoming
- Interdisciplinary collaboration (e.g., Library info lit and technology; Continuing Education) Co-presenting with MaryAnn Trail (librarian) during ISTE conference in Philadelphia June, 2011.
- *Performance Improvement Quarterly* (PIQ) reviewer (25 manuscripts)
- Master Agreement Middlesex County (Workforce Board) – shepherded review process on campus and obtained executed agreement
- Mentored sustainability small business owner re training design and alternate delivery modes; potential market niche for MAIT
- Conducted workshops in instructional design and Web2.0 tools for non-profit agencies, PleasanTech Academy school through SRI/ETTC, and for Harrah's Entertainment
- Guest speaker for Women's Brunch, Northfield Middle School (60, 8th grade girls interested in career success tips)

Douglas M. Harvey, D.Ed.

Professional Contact Information

Richard Stockton College
 Pomona, NJ 08240
 609-652-4770
 harveyd@stockton.edu

Education	1995 – 1999 1993 – 1995 1984 - 1988	The Pennsylvania State University State College, PA Doctor of Education - Instructional Systems Philadelphia College of Textiles and Science Phila., PA Master of Science - Instructional Technology Eastern College St. Davids, PA Bachelor of Arts - Communication Arts
Professional Experience	9/99 – present	<p>Associate Professor - Instructional Technology (Tenured 2005) The Richard Stockton College of New Jersey Pomona, NJ</p> <p>Relevant duties have included:</p> <ul style="list-style-type: none"> • Reviewing and revising program curriculum using focus groups among K-12 teachers and administrators. • Served as program director from 2000 to 2003, and again from 2006 to 2009, coordinating budgets, teaching assignments, and adjunct instructors, recruitment of new students, as well as representing the program as needed for college-wide activities. • In 2003, spearheaded the creation of off-site cohort graduate programs in partnership with two New Jersey public school districts (Millville and Linwood). Have been instrumental in successful completion of both initial cohorts, and in the launching of four additional cohorts since 2003: <ul style="list-style-type: none"> ○ Millville II launched in Summer 2005 ○ Burlington County launched in Fall 2007 ○ Linwood/Northfield launched in Spring 2008 ○ Brigantine launching in Summer 2008 • Presenter for Southern Regional Institute/Educational Technology Training Center (SRI/ETTC) serving Atlantic County and other southern New Jersey counties. Have designed and presented workshops for K-12 educators on a variety of topics related to technology integration. Member of the Steering Committee of the SRI/ETTC since 2006. • Worked in support of efforts to bring to fruition partnerships with the New Jersey Education Association that have resulted in the Technology Integration institute (July, 2009) and the Technology Integration conference (May, 2010) coming to Stockton.

		<ul style="list-style-type: none"> • Worked with the Continuing Education office and fellow MAIT faculty to develop, market, and present a workshop series on Instructional Design Essentials which was delivered to the training staff of the Harrah's Entertainment Corporation (April and May 2007) and representatives from the members of the Atlantic Cape Safe Youth Partnership (October 2007 to February 2008). • Served on the Distributed Education Task Force of the Faculty Assembly, which included helping to draft a vision and mission statement for distributed education for the college. Currently serving on Faculty Senate as the Senator from the School of Education. • Served as reviewer (2007) and as a faculty facilitator (2008-2009) for the Summer Technology Institute, a training workshop to assist fellow faculty members with technology integration projects. Chosen as the e-Mentor for the School of Education as part of the new Academic Support for Distributed Education program. • Participated as a facilitating member of a School of Education faculty group to successfully propose and create the Instructional Technology Leadership Academy (ITLA). The ITLA is a program aimed at preparing a select group of pre-service teachers to become highly proficient in integrating technology in K-12 settings. Taught the inaugural course for the program in Spring 2011.
	1/96 - 5/99	<p>Graduate Research/Teaching Assistant Pennsylvania State University University Park, PA</p> <ul style="list-style-type: none"> • Duties include search and review of academic literature, designing and conducting research studies, data collection and analysis, and assisting in the organizing of professional activities such as conference presentations. • Taught sections of INSYS 412 (Presentation Methods) and INSYS 441 (Design of Computer –Based Instruction) for the Penn State Great Valley Campus. • Production support for Project Empower and Project Vision, internal grant programs funded by the Royer Center at Penn State University aimed at increasing the integration of technology by faculty in the Commonwealth Campuses (branch campuses of Penn State). • Conducted a process evaluation for the Penn Wood High School Health Academy in Lansdowne, PA. To determine the effectiveness of their implementation of a program designed to interest high school students in careers in the healthcare field.
	6/95 - 1/96	<p>Multimedia Developer Center for Innovation in Community Development St. Davids, PA</p>

		<ul style="list-style-type: none"> Sub-contracted for the design and development of a prototype for a multimedia information kiosk to provide community services contacts for public library patrons in Philadelphia, PA. Involved project management duties and collaboration with Eastern College and Core States Bank.
	11/89 - 1/96	<p>Director of Media Services Eastern College St. Davids, PA</p> <ul style="list-style-type: none"> Coordinated media services support for comprehensive liberal arts college. Duties included audio and video production services, as well as maintenance of equipment, budget allocation, and supervision of professional and student staff.
Teaching Experience		<p><u>Graduate Courses, The Richard Stockton College of New Jersey</u></p> <p>Core courses: Introduction to Instructional Technology Instructional Design and Development Capstone: Final Project Legal, Ethical, and Multicultural Issues in Instructional Technology Theoretical Foundations Research in Instructional Technology Visual Design and Communications Elective offerings: Designing Distance and Online Learning Human Performance Technology and Tools Integrating Technology Internet and Intranets Special Topics: Leadership in Instructional Technology Management and Coordination of Educational Technology Multimedia/Hypermedia Using Educational Hardware/Software Web Design and Development</p> <p><u>Undergraduate courses, The Richard Stockton College of New Jersey</u></p> <p>Instructional Technology for K-12 Teachers (Technology for Educators) Advanced Instructional Technology for K-12 Teachers (ITLA) Living in the Digital World (General Studies)</p>
Publications		<p><u>Refereed Articles</u></p> <p>Caro, R. A., Quinn, J. M., Harvey, D., & Mentz, L. (2008). Knowledge flows in a highly distributed community of practice. <i>Journal of Battlefield Technology</i>, 11(3), 13-19.</p> <p>Moller, L., Huett, J., Holder, D., Young, J., Harvey, D., & Godshalk, V., (2005), Examining the impact of learning communities on motivation, <i>Quarterly Review of Distance Education</i>. 6(2).</p> <p>Harvey, D.M., Godshalk, V.M., & Moller, L. (2004). The Role of Learning Tasks on Attitude Change Using Cognitive Flexibility Hypertext Systems. <i>Journal of the Learning Sciences</i>, 13(4), 507 – 526.</p>

		<p>Harvey, D.M., & Godshalk, V.M. (2003). Using cognitive flexibility hypertexts systems for ill-structured learning domains. <i>Journal of the Academy of Business Education</i>, 35(2), 35-46.</p> <p>Swain, S., & Harvey, D.M. (2002). Single-sex computer classes: An effective alternative. <i>Tech Trends</i>, 46(6), 17-20.</p> <p>Harvey, D.M. (2002). A new technology-first framework for the future design of online learning. <i>Quarterly Review of Distance Education</i>, 3(1), 59-63.</p> <p>Moller, L., Prester, G., Harvey, D., Downs, M. & McCausland, (2002), Creating an organic knowledge-building learning environment within an asynchronous distributed learning context, <i>Quarterly Review of Distance Education</i>, 3(1) 47-58</p> <p>Harvey, D.M., Godshalk, V.M., & Milheim, W.D. (2001). Using cognitive flexibility hypertext to develop sexual harassment cases. <i>Computers in the Schools</i>, 18(1), 213-229.</p> <p>Harvey, D.M. & Lee, J. (2001). Impact of inherent instructional design of online courseware. <i>Quarterly Review of Distance Education</i>, 2(1), 35-47.</p> <p>Moller, L.A., Harvey, D.M., Downs, M., & Godshalk, V.M. (2000). Identifying factors that effect learning community development and performance in asynchronous distance education. <i>Quarterly Review of Distance Education</i>, 1(4), 293-305.</p> <p>Jonassen, D.H., Reeves, T.C., Hong, N., Harvey, D., & Peters, K. (1997). Concept mapping as cognitive learning and assessment tools. <i>Journal of Interactive Learning Research</i>, 8(3), 289-308.</p> <p>King, M., Harvey, D., & Moller, L. (1997). Getting faculty to use technology: Implications from research. <i>College & University Media Review</i>, 4(1),43-64.</p> <p>Conference Proceedings</p> <p>Moller, L., Prester, G., Harvey, D., Downs, M. & McCausland, (2002), Creating an organic knowledge-building learning environment within an asynchronous distributed learning context, Conference proceedings: AECT National Conference.</p> <p>Harvey, D.M., Clariana, R.B., & Jonassen, D.H. (2000). Cognitive flexibility hypertexts and the role of the learning task. <i>Proceedings of ED-MEDIA 2000 World Conference on Educational Multimedia, Hypermedia, and Telecommunications</i>, Montreal, Quebec, Canada.</p> <p>Godshalk, V.M., & Harvey, D.M. (2000). MBA World Wide Web activities: Cognitive flexibility as a framewrok for designing hypertext systems. In J.M. Forray & S.I. Meisel (Eds.), <i>Proceedings of the 37th Annual Meeting of the Eastern Academy of Management</i>, Danvers, MA.</p>
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		<p>Non-Refereed Articles</p> <p>Harvey, D.M. (Ed.) (Spring, 2007). From Point B to Point C. NJAET Journal. Special issue on technology integration at the Linwood, N.J. School District.</p> <p>Bannan-Ritland, B., Harvey, D.M., & Milheim, W.D. (1998). A general framework for the development of Web-based instruction. Educational Media International, 35(2), 77-81.</p> <p>Milheim, W.D., & Harvey, D.M. (1998). Design and development of a World Wide Web resource site. Educational Technology, 38(1), 53-56.</p> <p>Books Authored/Edited</p> <p>Moller, L., Huett, J.B., & Harvey, D.M. (2009). Learning and Instructional Technologies for the 21st Century: Visions of the Future, Springer Publishing.</p> <p>Book Chapters</p> <p>Harvey, D.M., Moller, L., Huett, J.B., Godshalk, V.M., & Downs, M. (2007). Identifying factors that effect learning community development and performance in asynchronous distance education. In R. Luppicini (Ed.) Learning Communities: Communities in Distance Education, (pp. 169-187), Information Age Publishing.</p> <p>Moller, L.A., Harvey, D.M., Downs, M., & Godshalk, V.M. (2003). Identifying factors in asynchronous distance education. In Fitzgerald, Orey, & Branch (Eds.) Educational Media and Technology Yearbook 2003, pgs. 139-151. Libraries Unlimited, Westport, Connecticut.</p> <p>Harvey, D.M., Godshalk, V.M., & Milheim, W.D. (2001). Using cognitive flexibility hypertext to develop sexual harassment cases. In C.D. Maddux & D.L. Johnson (Eds.) The Web in higher education: Assessing the impact and fulfilling the potential. New York, NY: The Haworth Press, Inc.</p> <p>Loughner, P.D., Harvey, D.M., & Milheim, W.D. (2001). Web-based instructional methods for corporate training curricula. In B.H. Khan (Ed.), Web-based training. Englewood Cliffs, NJ: Educational Technology Publications.</p> <p>Jonassen, D.H., Dyer, D., Peters, K., Robinson, T., Harvey, D., King, M., & Loughner, P. (1997). Cognitive flexibility hypertexts on the Web: Engaging learners in meaning making. In B.H. Khan (Ed.), Web-based instruction. Englewood Cliffs, NJ: Educational Technology Publications.</p>
Presentations	National and International Conferences	<p>Harvey, D.M. (2011, November) The Instructional Technology Leadership Academy: A New Approach to Teacher Education. Presentation accepted for the 2011 International Convention of the Association for Educational Communications and Technology, Jacksonville, Florida</p>

	<p>Harvey, D.M., Galantino, M.L., O'Hanlon, E., & Biles, K. (2010, November). Development and Utilization of a Case Database Within an On-Line Physical Therapy Course. Presentation at the 16th Annual International Conference on Online Learning of the SLOAN Consortium, Orlando, Florida.</p> <p>Harvey, D.M., Caro, R., & Lee, J. (2009, June). NETS*T in Action: Using the NETS*T to Evaluate Teacher Education. Presentation at the National Educational Computing Conference of the International Society for Technology in Education, Washington, D.C.</p> <p>Harvey, D.M., Galantino, M.L., O'Hanlon, E., & Masciangelo, J. (2008, November). The Impact of Online Case Studies and Asynchronous Discussion on Teaching Clinical Decision-Making Skills to Physical Therapy Graduate Students. Presentation at the Annual Meeting of the Association for Educational Communications and Technology, Orlando, Florida.</p> <p>Harvey, D.M., Caro, R., & Lee, J. (2008, November). Changing the Ways Technology Integration is Learned by Pre-Service Teachers: One Program's Process. Presentation at the Annual Meeting of the Association for Educational Communications and Technology, Orlando, Florida.</p> <p>Harvey, D.M. (2007, October). A Tale of Two Districts: Comparing the Impact of On-Site Graduate Cohort Programs in Instructional Technology on Teachers and Schools. Presentation at the Annual Meeting of the Association for Educational Communications and Technology, Anaheim, California.</p> <p>Harvey, D.M. (2005, November). Potentials and Pitfalls: Analysis of a District-Based Cohort Graduate Program in Instructional Technology. Presentation at the Annual Meeting of the Association for Educational Communications and Technology, Orlando, Florida.</p> <p>Johnson, J., Foreman, K., Harvey, D., Botturi, L., & Cifentes, L. (2005, November). International and U.S. University Curricula in Educational Communications and Technology. Panel at the Annual Meeting of the Association for Educational Communications and Technology, Orlando, Florida.</p> <p>Harvey, D.M., & Clariana, R. (2003, October). Measuring conceptual understanding and change: a visual-spatial approach using concept mapping. Presentation at the International Visual Literacy Conference, Newport, Rhode Island.</p> <p>Harvey, D.M., Moller, L.A., & Godshalk, V.M. (2003, April). Attitude change and cognitive flexibility hypertexts: How task makes a difference. Presentation at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.</p> <p>Moller, L.A., Prestera, G., & Harvey, D.M. (2002, November). Creating an organic knowledge building learning environment within an asynchronous distributed learning context. Presentation at the Annual Meeting of the Association for Educational Communications and Technology, Dallas, Texas.</p>
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		<p>Roemmelt, B., & Harvey, D.M. (2002, November). The use of a video model of effective performance to enhance online education and training of managers in two contexts. Presentation at the Annual Meeting of the Association for Educational Communications and Technology, Dallas, Texas.</p> <p>Harvey, D.M., Loughner, P.D., Godshalk, V.M., & Milheim, W.D. (2001, November). Good, better, and best: Examples of case-based instruction via the WWW. Presentation at the National Convention of the Association for Educational Communications and Technology, Atlanta, GA.</p> <p>Moller, L.A., Jonassen, D.H., Wiley, D., & Harvey, D.M. (2001, November). Visions of distance education: A panel discussion. Presentation at the National Convention of the Association for Educational Communications and Technology, Atlanta, GA.</p> <p>Harvey, D.M. (2000, October). Effect of building cognitive flexibility hypertexts. Presentation at the National Convention of the Association for Educational Communications and Technology, Denver, CO.</p> <p>Moller, L.A., Harvey, D.M., Downs, M., & Godshalk, V.M. (2000, October). Examining the impact of community on asynchronous distance education. Presentation at the National Convention of the Association for Educational Communications and Technology, Denver, CO.</p> <p>Moller, L.A., Harvey, D.M., & Downs, M. (2000, October). Developing organic knowledge building. Presentation at the National Convention of the Association for Educational Communications and Technology, Denver, CO.</p> <p>Lee, J., & Harvey, D.M. (2000, October). Hyperstudio? Authorware? How about Flash? Presentation at the National Convention of the Association for Educational Communications and Technology, Denver, CO.</p> <p>Harvey, D.M., Clariana, R.B., & Jonassen, D.H. (2000, June). Cognitive flexibility hypertexts and the role of the learning task. Paper presented at the ED-MEDIA 2000 World Conference on Educational Multimedia, Hypermedia, and Telecommunications, sponsored by the Association for the Advancement of Computers in Education, Montreal, Quebec, Canada.</p> <p>Moller, L.A., Harvey, D.M., Downs, M., & Godshalk, V.M. (2000, June). Describing the effect of community within asynchronous distance education. Presentation at the ED-MEDIA 2000 World Conference on Educational Multimedia, Hypermedia, and Telecommunications, sponsored by the Association for the Advancement of Computers in Education, Montreal, Quebec, Canada.</p> <p>Godshalk, V.M., & Harvey, D.M. (2000, May). MBA World Wide Web activities: Cognitive flexibility as a framework for designing hypertext systems. Paper presented at the 37th Annual Meeting of the Eastern Academy of Management, Danvers, MA.</p>
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		<p>Harvey, D., Clariana, R., & Jonassen, D. (2000, February) Exploring the Impact of Task in Learning with Cognitive Flexibility Hypertexts. Presentation at the National Convention of the Association for Educational Communications and Technology, Long Beach, California.</p> <p>Bannan, B., Dabbagh, N., Milheim, W. D., & Harvey, D. (2000, February) Evolution of Web-Based Instruction: Connecting Technical Attributes to Conceptual Bases. Presentation at the National Convention of the Association for Educational Communications and Technology, Long Beach, California.</p> <p>Harvey, D., Camplese, K., & Jonassen, D. (1999, February). Cognitive flexibility hypertexts: Examples and explorations. Division of Interactive Systems and Computers Keynote Presentation at the National Convention of the Association for Educational Communications and Technology, Houston, Texas.</p> <p>Loughner, P. & Harvey, D. (1999, February). Making the transition: A framework of Web-based training methods. Presentation at the National Convention of the Association for Educational Communications and Technology, Houston, Texas.</p> <p>Harvey, D. (1997, October). Visual design for WWW pages: Critique of current guidelines. Presentation at the annual conference of the International Visual Literacy Association, State College, PA.</p> <p>Wyatt, N., & Harvey, D. (1997, June). Hypertext sexual harassment Web page. Paper presented at the Ed-Media/Ed-Telecom conference sponsored by the Association for the Advancement of Computing in Education, Calgary, Alberta, Canada.</p> <p>Harvey, D., King, M., & Moller, L. (1997, February). Getting faculty to use technology: Successful strategies and guidelines. Presentation at the National Convention of the Association for Educational Communications and Technology, Albuquerque, New Mexico.</p> <p>Bannan, B., Milheim, W. D., & Harvey, D. (1997, February). A framework for delivering instruction on the World Wide Web. Presentation at the meeting of the Association for Educational Communications and Technology, Albuquerque, NM.</p> <p>Harvey, D.M. (March, 2011) iDeas for iNtegrating iPads. Presentation at the From My Classroom to Yours Conference of the Southern Regional Institute-Atlantic County Educational Technology Training Center, Pomona, NJ.</p> <p>Harvey, D.M. (October, 2010) iDeas for iPads in the Classroom. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p> <p>Harvey, D.M. (October, 2010) Say "Aloha" to Wikis. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p>
	Regional, State, and Local Conferences	

		<p>Harvey, D.M. (March, 2009). Drop-in Time with Web 2.0. Presentation at the From My Classroom to Yours Conference of the Southern Regional Institute-Atlantic County Educational Technology Training Center, Pomona, NJ.</p> <p>Harvey, D.M. (2008, May). Top Web 2.0 Tools You May Not Be Using. Presentation at the From My Classroom to Yours Conference of the Southern Regional Institute-Atlantic County Educational Technology Training Center, Pomona, NJ.</p> <p>Harvey, D.M. (2008, April). Web 2.0: Social Networking or Isolation? Presentation at the Conference on Equity and Social Justice in Education, Pomona, NJ.</p> <p>Harvey, D.M. (2008, February). College-School Technology Partnerships That Work. Presentation at the Annual Pennsylvania Educational Technology Expo and Conference, Hershey, PA.</p> <p>Harvey, D.M. (2007, December). The Power of MS Producer. Presentation at the 21st Century Learning at the Crossroads Conference, Union, New Jersey.</p> <p>Harvey, D.M. (2007, May). Putting the Power in PowerPoint. Presentation at the From My Classroom to Yours Conference of the Southern Regional Institute-Atlantic County Educational Technology Training Center, Pomona, NJ.</p> <p>Owens, L., Harvey, D.M., Graham, C., Quinn, J., & Williamson, S. (2007, April). Role of Technology in Promoting Equity in the Classroom. Presentation at the Conference on Equity and Social Justice in Education, Pomona, NJ.</p> <p>Harvey, D.M. (2007, February). Putting the Power in PowerPoint. Presentation at the Annual Pennsylvania Educational Technology Expo and Conference, Hershey, PA.</p> <p>Harvey, D.M. (2006, October). Putting the Power in MS-Producer. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p> <p>Harvey, D.M. (2006, May). Putting the Power in PowerPoint. Presentation at the From My Classroom to Yours Conference of the Southern Regional Institute-Atlantic County Educational Technology Training Center, Pomona, NJ.</p> <p>Harvey, D.M. (2005, October). Cooking, Sweating, and Building: Technology in Special Area Classrooms. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p> <p>Harvey, D.M. (2004, October). Integrating Technology as Mindtools. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p>
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	<p>Harvey, D.M. (2003, April). Developing conceptual change by creating hypertext case studies. Presentation at the Stockton Day of Scholarship at the Richard Stockton College of New Jersey, Pomona, NJ.</p> <p>Harvey, D.M. (2002, April). Seeing multiple perspectives: Teaching complex issues with cognitive flexibility hypertexts. Presentation at the Annual Conference of the Institute for the Study of College Teaching at the Richard Stockton College of New Jersey, Pomona, NJ.</p> <p>Harvey, D.M. (2002, March). Who are we kidding? A technology-first framework of instructional design. Presentation for the Radical Thinkers Discussion Series of the Central Pennsylvania Chapter of the Association for Educational Communications and Technology, University Park, PA.</p> <p>Harvey, D.M., Lee J., & Edwards, G. (2001, October). DesignQuest Part II: Navigation. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p> <p>Harvey, D.M., & Godshalk, V.M. (2001, March). A new hypertext-based approach for using case studies in teaching sexual harassment issues. Presentation at the Annual Mid-Atlantic Regional Organizational Behavior Teaching Conference, Philadelphia, PA.</p> <p>Harvey, D.M. (2001, February) Birds of a feather: Continuing education in technology. Presentation at the From My Classroom to Yours Conference of the Atlantic County Educational Technology Training Center, Mays Landing, NJ.</p> <p>Lee, J., & Harvey, D.M. (2001, February). Software evaluation for K-6 students. Presentation at the From My Classroom to Yours Conference of the Atlantic County Educational Technology Training Center, Mays Landing, NJ.</p> <p>Lee, J., & Harvey, D.M. (2000, October). Integrating visual literacy into computer literacy: What, why, and how. Presentation at the Annual Conference of the New Jersey Association for Educational Technology, Lakewood, NJ.</p> <p>Moller, L., Harvey, D., & Godshalk, V. (1999, November). Examining the impact of community on asynchronous distance learning. Presentation at the Annual Conference of the Pennsylvania Association for Educational Communications and Technology, Hershey, PA.</p> <p>Harvey, D., & Moller, L. (1999, March). Using technology to support online learning communities. Presentation at the Online Teaching and Learning Conference, Pittsburgh, PA.</p> <p>Harvey, D. (1997, April). Developing a course for the WWW. Workshop conducted at the Spring Empower III Convocation for the Jack P. Royer Center for Learning and Academic Technologies, Commonwealth Education System. The Pennsylvania State University, McKeesport, PA.</p> <p>Milheim, W., Bannan, B., & Harvey, D. (1996, November). World Wide Web based instruction: Examples of successful implementation. Featured presentation at the Annual Conference of the Pennsylvania</p>
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		<p>Association for Educational Communications and Technology, Hershey, PA.</p> <p>Harvey, D., King, M. (1996, November). Getting faculty to use technology. Presentation at the Annual Conference of the Pennsylvania Association for Educational Communications and Technology, Hershey, PA.</p> <p>Harvey, D., Caroselli, M., Fidishun, D., Smith, J., & Milet, L. (1994, November). Consortia survival skills: How to make media center consortiums work in the 90s. Moderated panel discussion at the Annual Conference of the Pennsylvania Association for Educational Communications and Technology, Hershey, PA.</p>
<p>Workshops & Special Events</p>		<p>Hadley, A. & Harvey, D.M. (August, 2009). Portfolio Assessment in Blackboard. Workshop presentation at the Fall Faculty Conference of the Richard Stockton College, Pomona, N.J.</p> <p>Harvey, D.M. (July, 2009). Blogs/Wikis. Workshop presentation at the Technology Integration Institute of the New Jersey Education Association, Pomona, NJ.</p> <p>Harvey, D.M. (July, 2009). Smartboards. Workshop presentation at the Technology Integration Institute of the New Jersey Education Association, Pomona, NJ.</p> <p>Presenter for the Southern Regional Institute/ Atlantic County Educational Technology Training Center, Pomona, NJ. 2000 – present. Presentations for schools and teachers including:</p> <ul style="list-style-type: none"> • Web 2.0. (July-August, 2010). Millville School District in support of TALENT21 grant support. • Enriching core content through the integration of educational technology in the classroom. (June, 2008) Pinelands Regional School District. • Kidspiration & Inspiration. (June, 2008). Blessed Sacrament School. • Technology Integration. (June, 2008) Blessed Sacrament School. • Inspiration software in the Language Arts classroom. (April, 2008) Bridgeton School District. • SmartBoards in the Classroom. (February, 2008) Absegami High School. • Technology Integration. (September/October, 2007 & September, 2008) Port Republic School District. • Tips & Tricks in PowerPoint . (March, 2007) Vineland School District.

		<ul style="list-style-type: none"> • Intermediate/Advanced SMARTBoard. (February, 2007 & January, 2008). Wildwood High School. • Microsoft PowerPoint: Bells and Whistles. (October, 2007) Absegami High School. • Discovering Virtual Field Trips. (February & September, 2005) Absegami High School. • Technology Integration Ideas (January, 2005) Vineland School District. <p>Ackerman, A., Harvey, D.M., & Lee, J. (2007, September-2008, February). Fundamentals of Instructional Design and Presentation. Training delivered for the Atlantic Cape Safe Youth Partnership, Pomona, New Jersey.</p> <p>Harvey, D.M. & Ackerman, A. (2007, April/May). Instructional Design Essentials. Training delivered for Harrah's Entertainment Training Division, Atlantic City, New Jersey.</p> <p>Harvey, D.M. (2007, May). Putting the Power in PowerPoint. Workshop at the From My Classroom to Yours Conference of the Atlantic County Educational Technology Training Center, Pomona, NJ.</p> <p>Harvey, D.M. (2006, February). Putting the Power in PowerPoint. Workshop at the Annual Pennsylvania Educational Technology Expo and Conference, Hershey, PA.</p> <p>Harvey, D.M. (2005, August). Problem Based Learning: Concept to Practice. Workshop at the New Jersey Educational Association Summer Institute, Trenton, New Jersey.</p> <p>Ensminger, D.L. & Harvey, D.M. (2002). Sexual Orientation in the School Environment. Instructional Designer and co-writer for video script for the Professional Development Division of the New Jersey Educational Association, Trenton, New Jersey.</p> <p>Panel discussant for Hate on the Internet Teacher Training Workshop Richard Stockton College, Pomona, New Jersey, October 22, 2001.</p>
Grants		<p>Math-Science Partnership Grant – instructor and member of development team for the Summer Institute portion of a 3-year state grant to develop math and science knowledge among elementary school teachers. New Jersey State Department of Education (2007-2009).</p> <p>Research and Professional Development – internal grant to support research into teaching methods. Richard Stockton College (2000-2001).</p> <p>New Directions Grant – internal mini-grant to support guest lecturer on subject of computers in K-12 education. Richard Stockton College (2000-2001).</p>

		New Directions Grant – internal mini-grant for revision of program curriculum. Richard Stockton College (1999-2000)
Memberships		Association for Educational Communications and Technology (AECT), 1995 - present American Educational Research Association (AERA) 1998 - present New Jersey Association for Educational Technology (NJ AET) 1999 - present

<p>Professional Service</p>	<p>External</p>	<p>Reviewer- Journal of Applied Instructional Design 2011 – present</p> <p>Member Mainland Board of Education 2009 - present</p> <p>Member, Linwood Education Foundation Board 2009 - present</p> <p>Board Representative for Higher Education New Jersey Association for Educational Technology (NJ AET) 2006 - 2009</p> <p>Reviewer, Blackboard Exemplary Course Program Blackboard, Inc. April, 2009</p> <p>Judge, Visual Literacy Fair Northfield Community School May, 2008</p> <p>Member, Strategic Planning Committee Co-Chair, State of the School Committee Mainland Regional High School February – April, 2007</p> <p>Evaluator, Georgian Court University M.A. in Instructional Technology TEAC Accreditation Review January - February, 2007</p> <p>Member, Superintendent’s Advisory Council Linwood Public Schools September, 2005 – June 2007.</p> <p>Member, Computer Information Systems Advisory Council Atlantic Cape Community College 2005-2006</p> <p>Reviewer, AERA Instructional Technology SIG For 2005 Young Researcher Award December, 2004</p> <p>Member, Technology Advisory Board Linwood Public Schools September, 2004 – present</p> <p>Chair, Curriculum Committee, Association for Educational Communications and Service Technology (AECT) November 2002- November 2003</p> <p>Reviewer – British Journal of Educational Technology December 2001 – present</p>
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	Internal	<p>Member, Faculty Review Committee Richard Stockton College September 2010 - present (Term ends May 2012)</p> <p>Faculty Senator, School of Education Richard Stockton College September 2009 – March 2010</p> <p>Member, Steering Committee Southern Regional Institute 2006 – present</p> <p>Director, MAIT Program 2000-2003, 2006-2009</p> <p>Facilitator, Summer Technology Institute Richard Stockton College June, 2009</p> <p>Member, Program Review Committee MAED/STEP Program 2007-2009</p> <p>Peer Evaluator for Non-Tenured faculty in MAED/STEP and SPAD 2007-2008</p> <p>Facilitator, Summer Technology Institute Richard Stockton College June, 2008</p> <p>Chair - TCLC Media Committee, 1995 - 1996 (Member 1990 - 1996).</p>
Awards Received		<p>Intern - AECT National Convention, Division of Interactive Systems Received and Computers, February, 1998.</p> <p>President's Award for the Outstanding Graduate Student, Philadelphia College of Textiles and Science, May, 1995.</p>
Other		<p>Served as liaison for videotaping and was interviewed as part of NHK Japanese Television documentary on “Technology in Schools” (September, 2008).</p>

JUNG LEE

Associate Professor
 Instructional Technology
 The Richard Stockton College of New Jersey
 Pomona, NJ 08240-0195

418 Montrose Lane
 Galloway, NJ 08205
 E-mail: leej@stockton.edu
 Phone: (609) 652-4949 (office)
 (609) 290-8805 (cell)

EDUCATIONAL BACKGROUND

Ph. D.	Adult Learning and Technology University of Wyoming Laramie, Wyoming	August, 1992 - December, 1998
M.A.	Educational Foundations College of Mount Saint Joseph Cincinnati, Ohio	August, 1987 - August, 1988
M.A.	Western History Sang-Myung University Seoul, Korea	March, 1985 - February, 1987
B.A.	Social Studies Sang-Myung University Seoul, Korea	March, 1980 - February, 1984

PROFESSIONAL WORK EXPERIENCES**Associate Professor (September, 2004 - present)**

Tenured, Master of Arts in Instructional Technology (MAIT), Richard Stockton Coll. of New Jersey, Pomona, NJ

Teaching graduate courses in instructional technology:

- INTC 5001 Introduction to Instructional Technology
- INTC 5110 Theoretical Foundations,
- INTC 5120 Visual Design and Communication,
- INTC 5160 Instructional Design,
- INTC 5170 Research in Instructional Technology
- INTC 5320 Using Educational Software/Hardware,
- INTC 5330 Integrating Technology into Classroom,
- INTC 5340 Web Design and Development
- INTC 5530 Multimedia/Hypermedia Design
- INTC 5590 Special Topic: Studio-based Learning
- INTC 5590 Special Topic: Using Technology for Higher Order Thinking Skills
- INTC 5810 MAIT Final Capstone Project

Teaching undergraduate courses:

- GIS 4623: Digital Culture
- EDUC 3610: Technology for Educators
- INTC 4630: Visual Literacy (new 2011 Fall)

Responsibilities include advising students' curricula and final capstone projects, revising course curriculum, designing and developing courses, and participating as a member of college committees.

MAIT Program Director (June, 2003 – August, 2006, September, 2009 - present)

Richard Stockton Coll. of New Jersey, Pomona, NJ

Responsibilities include:

- Providing and regularly updating a curriculum appropriate to the field of study
- Scheduling courses in a pattern that meets students' needs
- Maintaining a faculty qualified to teach the discipline at the graduate level and sufficient to cover all areas of the curriculum.
- Recruiting and admitting students able to benefit from and contribute to the program and providing them with appropriate supports, including advising.
- Developing and implementing program evaluation plan.

Visiting Professor (March, 2007 – June, 2007)

Educational Technology, Seoul National University, Seoul, Korea

Taught Research Methods in Instructional Technology for doctoral student in Educational Technology program, advise research papers of doctoral students majoring in Educational Technology and Mathematics Education

Assistant Professor (October, 1999 – August, 2004)

Tenure-track, Master of Arts in Instructional Technology, Richard Stockton Coll. of New Jersey, Pomona, NJ

Full-time Instructor (August, 1998 - August, 1999)

Department of Leadership and Educational Policy Studies, Northern Illinois University, DeKalb, Illinois

Taught undergraduate/graduate courses in instructional technology:

- Computers for Classroom Teaching,
- Development of educational software,
- Visual Literacy,
- Instructional Design II

Responsibilities also included designing course curriculum, and teaching off-campus students.

Graduate Assistant (August, 1993 - July, 1998)

Adult Learning and Technology Program, College of Education, University of Wyoming, Laramie, Wyoming

Teaching and developing an introductory computer course, Teaching with Microcomputers, for prospective teachers.

Responsibilities included designing curriculum and workbooks. Additional responsibilities: (i) managing computer, media and video labs, (ii) maintaining and operating compressed video classroom for distance education, (iii) developing and implementing technology workshops.

Webmaster (January, 1995 - August, 1997)

Designing, developing, maintaining, and upgrading WWW pages for the Division of Lifelong Learning and Instruction, University of Wyoming

Computer/Media Lab Coordinator (August, 1993 - December, 1995)

Responsibilities included facilitating daily operations in the computer, media, and video labs: scheduling labs, training, directing, and supervising lab assistants, developing lab manuals, and maintaining hardware and software. Designed and conducted technology workshops for the College of Education.

Compressed-Video Technician (January, 1993 - August, 1993)

Responsibilities included operating compressed video for state-wide classes and meetings, recording and reporting hardware and software problems, attending state-wide technician meetings, and publishing newsletters.

College Instructor (September, 1988 - July, 1989)

Department of History, Sang-Myung University, Seoul, Korea

Taught Western Cultural History

PUBLICATIONS

- Byun, H., Lee, J., & Cerreto, F. A. (submitted). Relative effects of three metacognitive strategies of question prompts in ill-structured, small group problem solving. Submitted to *Instructional Science*
- Lee, J., Cerreto, F. A., Cross, P., Chung, M. K. (2011). A comparative analysis of two presentation tools for manifesting higher order thinking: PowerPoint vs. Comic Life. In M.D. Avgerinou, R. E. Griffin, & P. Search (Eds.), *Visual Literacy in the 21st Century: Selected Readings of the 42nd International Visual Literacy Association Conference*. IVLA.
- Lee, J., Cerreto, F. A., & Lee, J. (2010). Theory of Planned Behavior and teachers' decisions regarding use of educational technology. *Educational Technology & Society*, 13 (1), 152–164.
- Lee, J., Cerreto, F. A., & Ackerman A. S. (2010). A cognitive-load-theoretic comparison of two tools for the presentation of visual analysis. In M.D. Avgerinou, R. E. Griffin, & P. Search (Eds.), *Critically Engaging the Digital Learner in Visual Worlds and Virtual Environments: Selected Readings of the International Visual Literacy Association* (pp. 155-159). IVLA.
- Vedantham, A. Pan, C. & Lee, J. (under review). Preparing today's undergraduates for the workplace. In H. Crumley (Ed.), *Technology and Graduate Student Instructor Development*. Charlotte, NC: Information Age Publishers.
- Lee, J., Cerreto, F. A., & Lee, J. (2009). Teachers' intentions toward technology usage: Do different uses lead to different determinants? In C. Maddux (Ed.), *Research Highlights in Information Technology and Teacher Education 2009* (pp. 179-188). Chesapeake, VA: Society for Information Technology and Teacher Education.
- Lee, J. & Park, O. (2008). Adaptive Instructional Systems, In *Handbook of Research for Education Communications and Technology, 3rd Ed.*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Cerreto, F. & Lee, J (2005). Observing Students' Mathematical Thinking Processes and Collaboration through On-line Windows, *Proceedings of the Asian Technology Conference in Mathematics*, Cheong-Ju, Korea, December.
- Cerreto, F. & Lee, J, (2004). Finding common ground for content and technology: A model for course development. *Journal of College Teaching and Learning*, 1 (4): 71-76.

- Park, O. & Lee, J. (2004). Adaptive Instructional Systems, In D.H. Jonassen (Ed.), *Handbook of Research for Education Communications and Technology, 2nd Ed.*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Griffin R. E., Williams V. S. & Lee J., (Eds.) (2003). *Turning Trees: Selected Readings for the 2002 International Visual Literacy Association*. IVLA
- Lee, J. (2003). Do you want to be in control or not? : An unasked question in CBI. In R. M. Branch, M. Orey & M. A. Fitzgerald (Eds.) *Educational Media and Technology Yearbook 2003*. Volume 28. Englewood, CO: Libraries Unlimited.
- Lee, J. & Cerreto, F. (2003). Perceived Information and Perceived Behavioral Control: A Consideration for Instructional Design. In *Turning Trees: Selected Readings for the 2002 International Visual Literacy Association Conference*. IVLA
- Griffin R. E., Lee J. & Williams V. S. (Eds.) (2002). *Visual Literacy in Message Design: Selected Readings for the 2001 International Visual Literacy Association Conference*. IVLA
- Griffin R. E., Williams V. S. & Lee J., (Eds.) (2001). *Exploring the Visual Future: Art Design, Science & Technology: Selected Readings for the 2000 International Visual Literacy Association Conference*. IVLA
- Harvey, D. & Lee, J. (2001). The Impact of Inherent Instructional Design in Online Courseware. *Quarterly Review of Distance Education*, 2(1), 35-49
- Lee, J. (2001). Do I have ANY choice?: Choice Options in Human-Computer Interface Design. Griffin R. E., Lee J., Williams V. S. (Eds.) *Exploring the Visual Future*. IVLA
- Lee, J. & Knowles, C. (2001). VisionQuest I. Griffin R. E., Lee J., Williams V. S. (Eds.) *Exploring the Visual Future: Art Design, Science & Technology*. IVLA
- Lee, J., Oh, S. P., Rezabek, L. & Cochenour, J (1997). Java Design Issues and Strategies for the Web's "Global Classroom". *Proceedings from the 1997 National Educational Computing Conference*.
- McClurg, P., Lee, J., Shavaliar, M. & Jacobsen, K. (1996). Exploring Children's Spatial Visual Thinking in an HyperGami Environment. In R. G. Griffin, J. M. Hunter, C. B. Schiffman, W. J. Gibbs (Eds.), *VisionQuest: Journeys toward Visual Literacy*. Blacksburg: VA, International Visual Literacy Association.
- Cochenour, J., Lee, J. & Wilkins, R. (1996). Image Maps in the WWW. *Proceedings of selected research and development presentations at the 1995 national convention of the AECT*.
- Cochenour, J., Lee, J. & Wilkins, R. (1995). Visual links in the World-Wide Web. In R.G.Griffin, D.G. Beauchamp, J. M. Hunter, C. B. Schiffman (Eds.) *Eyes on the Future: Converging Images, Ideas, and Instruction*. Blacksburg: VA, International Visual Literacy Association.
- Lee, J. & Wilkins, R. (1994). *Introduction to Computer Applications on the PC and the Mac*. used as a textbook for the ITEC 2360 Course from Fall, 1994 to Spring, 1997. University of Wyoming

INTERNATIONAL/NATIONAL/REGIONAL PRESENTATIONS

- Lee, J. (Planned on Aug. 2011). Using Technology to Promote Higher Order Thinking Skills, 2011 NJEA Summer Tech Integrating Institute, August 2-3, Stockton College

- Lee, J. & Cerreto, F. (Accepted). Teachers' Intentions to Use Technology: A Comparison Study
International Society for Technology in Education Conference, Philadelphia, PA, June 26-29, 2011.
- Lee, J. (Oct. 2010). Using Technology to Improve Higher Order Thinking Skills, 23rd Annual NJAET
Conference, Georgian Court University, October 12, 2010
- Lee, J., Cerreto, F., & Cross, P (Sep. 2010). "A Comparative Analysis of Two Presentation Tools for
Manifesting Higher Order Thinking: PowerPoint vs. Comic Life," Annual Conference of the
International Visual Literacy Association, Limassol, Cyprus, September 29-October 3, 2010.
- Lee, J. (Oct. 2009). Machinima: Beginner's Journey to 3D filmmaking. the 40th Annual Conference of
the International Visual Literacy Association, October 6-9, 2008, Chicago, IL.
- Lee, J. Cerreto, F. A., & Ackerman A. S. (Oct. 2009). Visual Presentation of Picture Book Analysis
based on Lester's six perspectives. the 40th Annual Conference of the International Visual Literacy
Association, October 6-9, 2009, Chicago, IL.
- Lee, J. & Cerreto, F. (Oct 2009). MUVES: Journey to Second Life. the 40th Annual Conference of the
International Visual Literacy Association, October 16-19, 2008, Blacksburg, Virginia
- Lee, J. & Cerreto, F. (Mar. 2009). "Teachers' Intentions toward Technology Usage: Different Uses =
Different Determinants?" Society for Information Technology and Teacher Education Conference,
Charleston, SC, March 2-6, 2009.
- Lee, J. & Cerreto, F. (Apr. 2008). "New MUVES: Second Life and Your Classroom," The 19th
International Conference on College Teaching and Learning, Jacksonville, FL, April 17, 2008.
- Byun H., Lee J., Cerreto, F., & Hong Y., (Apr. 2008). Relative Effects of Two Metacognitive Strategies
on Transfer in Ill-structured, Small Group Problem Solving Tasks. Korean Society for Educational
Technology International Conference, Seoul, Korea, April 25-26, 2008.
- Lee, J., Cerreto, F., & Rezabek L. (Oct. 2008). MUVES: Journey to Second Life. Annual Conference of
the International Visual Literacy Association. Blacksburg, VA, October 16-19, 2008
- Lee, J (June, 2007). Invited speaker. History and Instructional Technology. Sang-Myung University,
Seoul, Korea.
- Lee, J. & Cerreto, F. (June, 2007). Invited speaker. Teachers' Intentions to Use Computer Technology
Using the Theory of Planned Behavior (TPB) Preliminary Findings, Seoul National University,
Seoul, Korea.
- Lee, J (Jan, 2006). Invited speaker. Trends in Instructional Technology. Seoul National University,
Seoul, Korea
- Cerreto, F. & Lee, J. (Dec. 2005). Observing Students' Mathematical Thinking Processes and
Collaboration through On-line Windows, Asian Technology Conference in Mathematics, Cheong-Ju,
Korea
- Cerreto, F. & Lee, J. (Oct. 2005). A Blended Course Story: From Course Design to Students Products,
Annual International Conference of the Association for Educational Communications and
Technology, Orlando, FL
- Cerreto, F. & Lee, J. (Apr. 2005). On-line Windows to Students' Mathematical Thinking, Collaboration,
and Creativity: A Tale of Two Groups. The International Conference on College Teaching and
Learning, Jacksonville, FL

- Lee, J. & Ross, E. (Oct. 2004). Bring Learning Theory to Life: A Course Development Case Study, Annual International Conference of the Association for Educational Communications and Technology, Chicago, IL
- Cerreto, F. & Lee, J. (2004, April). Content and Technology: Finding Common Ground for Course Development, Stockton Day of Scholarship, Richard Stockton.
- Cerreto, F. & Lee J (2004, Jan.) Finding Common Ground for Content and Technology: A Model for Course Development, The 2004 College Teaching & Learning Conference, Orlando, Florida, 2004 January 3 -7
- Lee, J. & Cerreto, F. (Nov. 2003). Applying a model to infuse technology into a mathematics course: Lessons learned. Technology, Network for Academic Renewal Conference, October 30 – November 1, 2003. Cambridge, Massachusetts
- Lee, J. (May, 2003). i-map NJ and GIS. Southern Regional ETTC Conference: From My classroom to Yours, Richard Stockton College of NJ, NJ
- Cerreto, F. & Lee, J. (Apr. 2003). Building Neutral Territory for Integrating Content and Technology. The International Conference on College Teaching and Learning, Jacksonville, FL
- Cerreto, F. & Lee, J. (Jan. 2003). Content Versus Technology: Finding Neutral Territory for Teacher Education Course Development. American Association of Colleges for Teacher Education, New Orleans, LA
- Lee, J. (Nov. 2002). Authorware, Flash, HyperStudio, and Viewletbuilder: Showcasing teacher-created instructional software. Annual International Conference of the Association for Educational Communications and Technology, Dallas, TX
- Lee, J. & Cerreto, F. (Oct. 2002). Perceived Information and Perceived Behavioral Control: A Consideration for Instructional Design. Annual conference of the International Visual Literacy Association, Breckenridge, CO
- Lee, J. (May, 2002). Geographical Information Systems in Education. From My classroom to Yours Conference, Atlantic County ETTC
- Lee, J. (Mar. 2002). Showcasing Teacher-created Multimedia Software. NJ Educational Computing Conference, Montclair State University, NJ
- Lee, J. (Nov. 2001). VisionQuest II: Web as a supplementary teaching tool. Annual International Conference of the Association for Educational Communications and Technology, Atlanta, GA
- Lee, J. & Edwards, G. (Oct. 2001). DesignQuest Part I: Web Graphics. Annual conference of New Jersey Association for Educational Technology, Lakewood, NJ.
- Vedantham, A. & Lee, J. (June, 2001). Showcasing Our Best Teacher-created Lessons: A Story of Collaboration. Annual conference of the National Educational Computing Conference, Chicago, IL.
- Lee, J. (April, 2001). Do you want to be in control or not? : An unasked question in CBI research. Annual conference of the Educational Research Association, Seattle, WA.
- Lee, J. & Harvey, D. (March, 2000). Software Evaluation for K-6 Students. "From My Classroom to Yours" Conference hosted by Atlantic County ETTC, Mays Landing, NJ

- Lee, J. & Knowles, C. (October, 2000). Enhancing visual design skills through practice with Web resources. Annual conference of the Association for Educational Communications and Technology, Denver, CO.
- Lee, J. & Harvey, D. (October, 2000). HyperStudio? AuthorWare? How about Flash?: Selecting Software Authoring Program. Annual conference of the Association for Educational Communications and Technology, Denver, CO.
- Lee, J. (October, 2000). Do I have ANY choice?: Choice Options in Human-Computer Interface Design. Annual conference of the International Visual Literacy Association, Ames, IO.
- Lee, J. & Knowles, C. (October, 2000). VisionQuest I. Annual conference of the International Visual Literacy Association, Ames, IO.
- Harvey, D. & Lee, J. (October, 2000). Integrating Visual Literacy into Computer Literacy: What, why and how. Annual conference of New Jersey Association for Educational Technology, Lakewood, NJ.
- Lee, J. (February, 2000). Students' Choice of Instructional Control: from the Perspective of Self-determination Theory. Annual conference of the Association for Educational Communications and Technology, Long Beach, CA.
- Lee, J. (February, 2000). Determinants of Choice: Choice Options in Human-Computer Interface Design. Annual conference of the Association for Educational Communications and Technology, Long Beach, CA.
- Lee, J. & Butler, R. (February, 2000). Teaching Technology: From Behaviorist Approaches to Constructivist Approaches. Annual conference of the Association for Educational Communications and Technology, Long Beach, CA.
- Butler, R. & Lee, J. (January, 2000). Transitions: Teachers and Technology. Annual conference for the Illinois Association for Educational Communications and Technology, Chicago, IL.
- Lee, J., Schriener, B. & Cochenour, J. (February, 1998). Technology Training through the WWW: A Solution to Updating Technology Skills at a Distance. Annual conference of the Association for Educational Communications and Technology, St. Louis, MI.
- Lee, J., Schriener, B. & Oh, S. P. (February, 1998). Web Tools for Teaching and Learning. Annual conference of the Association for Educational Communications and Technology, St. Louis, MI.
- Lee, J., & Oh, S. P. (October, 1997). Web Tools for Web-Based Courses: A Show Case. Annual Conference of the International Visual Literacy Association, State College, PA.
- Lee, J., Oh, S. P., Rezabek, L. & Cochenour, J. (June, 1997). Java Design Issues and Strategies for the Web's "Global Classroom". Annual conference of the National Educational Computing Conference, Seattle, WA.
- Lee, J., & Oh, S. P. (February, 1997). Java Applications for the Real-time Collaborative Global Classroom. Annual conference of the Association for Educational Communications and Technology, Albuquerque, NM.
- McClurg, P., Lee, J., Shavaliel, M. & Jacobsen, K. (October, 1996). Exploring Children's Spatial Visual Thinking in an HyperGami Environment. Annual conference of the International Visual Literacy Association, Cheyenne, WY.

Cochenour, J., Lee, J. & Wilkins, R. (February, 1996). Image Maps in the WWW. Annual conference of the Association for Educational Communications and Technology, Indianapolis, IN.

Cochenour, J., Lee, J. & Wilkins, R. (October, 1995). Visual links in the World-Wide Web. Annual conference of the International Visual Literacy Association, Chicago, IL.

GRANT/RESEARCH ACTIVITIES INVOLVED

Critical Thinking / Informal Logic Summer Project Grant (Summer, 2011)

Design (or redesign) a course in such a way as to enhance students' critical thinking skills

Career Development Grant (September, 2010)

Received a fund for purchasing iPad for professional development

Research & Professional Development (April, 2010)

Grant supported expenses for the research, Teachers' Intentions to Use Technology: A Comparison Study, with Frank Cerreto

Summer Technology Academy (2009, 2008)

Participated as a facilitator

Improving Teacher Quality (May 2003)

Project director: Patty Weeks and Betsy McShea

Grant project funded by New Jersey Department of Education

Served as a consultant, assisted preparation

Research & Professional Development Mini-round (Nov. 2002)

Grant supported travel expense to present "Content Versus Technology: Finding Neutral Territory for Teacher Education Course Development" American Association of Colleges for Teacher Education, New Orleans, LA

Research & Professional Development (April, 2002)

Grant supported expenses for the research titled "The teacher's integration of computers in the classroom"

Research & Professional Development Mini-round (Jan. 2002)

Grant supported travel expense to attend to 2002 EDMEDIA Conference, Denver, CO.

Research & Professional Development (April, 2001)

Grant supported all expenses for the research titled "VisionQuestII".

Research & Professional Development Mini-round (Nov. 2000)

Grant supported travel expense to present "Showcasing Our Best Teacher-created Lessons: A Story of Collaboration" at NECC, 2001

New Direction Mini Grant (Nov. 2000)

Grant supported an invitation of a guest speaker, Dr. Kyle Peck, for the final project showcase event.

Increasing student and faculty participation in GIS education: Envisioning spatial data (July 2000)

Project Director: Dr. Jamie Cromartie

Grant project funded by NSF

Responsibilities include developing grant proposal, teaching one unit focusing on the uses of GIS in k-12 education, attending GIS workshops, and promoting GIS.

Research & Professional Development (Apr. 2000)

Grant supported all expenses for the research titled "Exploratory Model for Training Teachers to Integrate Technology: VisionQuest".

Research & Professional Development Mini-round (Dec. 1999)

Grant supported travel expense to present "Issues on the choice theory to Computer-based instruction and WWW" at AECT, 2000.

New Direction Mini Grant (Nov. 1999)

Grant supported the MAIT Focus Group meetings to review MAIT curriculum.

ESSIP (Earth Systems Science Interactive Project) (January, 1996 - May, 1996)

Project Director: Dr. Patricia McClurg, Natural Science, University of Wyoming,

Grant project funded by NSF and partly funded by NASA,

Responsibilities included developing project ideas based on high school science curriculum and Web pages, attending meetings, and communicating with Wyoming high school science teachers

VEIN (January, 1993 - August, 1993)

Grant project funded by U S West

Responsibilities included operating compressed video for state-wide classes and meetings, recording and reporting hardware and software problems, attending state-wide technician meetings, and publishing newsletters.

LOCAL PRESENTATIONS/WORKSHOPS

Workshop: Lee, L. (June – Oct. 2010). Digital Storytelling, Millville School District

Lee, J. (Mar. 2010) Machinima, Day of Scholarship, Stockton College, Pomona, NJ, March 3, 2010.

Lee, J. & Cerreto, F., (Mar. 2008) "Explaining Teachers' Intentions to Use Technology: Does Usage Type Matter?" Day of Scholarship, Stockton College, Pomona, NJ, March 5, 2008.

Workshop: Cerreto, F. & Lee, J. (June, 2005). MATH Institute for Middle School (MIMS)

2 Days, standards-based workshop for middle school teachers, Richard Stockton College of New Jersey

Cerreto, F. & Lee, J. (Feb., 2005). AMTNJ Southern Spring Regional Conference, Richard Stockton College of NJ, NJ

Workshop: Cerreto, F. & Lee, J. (June, 2003). MATH Institute for Middle School (MIMS)

4 Days, standards-based workshop for middle school teachers, Richard Stockton College of New Jersey

Presentation: Lee, J. (April, 2003). Adaptive Hypermedia/Web-based Systems and New Pedagogical Approaches, Day of Scholarship. Richard Stockton College of New Jersey

Presentation: Lee, J. (April, 2003). Students in Far East Asia. International Students Association, Richard Stockton College of New Jersey

Presentation: Lee, J. & Cerreto, F. (Aug. 2002). Icebreakers for Face-to-Face and Web-based Classes. Stockton Summer Faculty Conference. Richard Stockton College of New Jersey

Workshop: Lee, J. (August, 2002). Problem-based Learning. Atlantic County ETTC

Presentation: Lee, J. (April, 2002). Far East Asia: Culture, Women, & Values International Student Association, Richard Stockton College of New Jersey

Workshop: Lee, J. (August, 2001). Digital Camera for Educators. Atlantic County ETTC

Workshop: Lee, J. (July, 2001). Educational Software for K-8. Atlantic County ETTC

Workshop: Lee, J. (September, 2000). Fun with Microsoft Word. Atlantic County ETTC

Workshop: Lee, J. (August, 2000). PhotoShop for the Web. Atlantic County ETTC

Workshop: Lee, J. (February, 2000). Adobe PhotoShop. Atlantic County ETTC

Workshop: Lee, J. (October, 1999, & December, 1999). Creating Internet Lesson Plan, Atlantic County ETTC

SELECTED PROFESSIONAL AFFILIATIONS/ACTIVITIES

43th IVLA (International Visual Literacy Association) Annual Conference Chair

IVLA Vice President, 2010 - present

IVLA Board of directors, 2005 - present

AECT (Association of Educational Communication and Technology) International Council Director of Membership Support, 2001 - 2003

AECT Design and Development Division Book Review Referee, 2002

IVLA, Book of Selected Readings, Editor, 2000 - present

IVLA Board of directors, 2000 - 2002

AECT Design and Development Division Book Review Referee, 2000

AECT Leadership Development Committee, 1998 - 2001

AECT - SW (Southern Wyoming) Chapter, President, 1997

IVLA, Board of directors, 1995 - 1998

IVLA Book of Selected Readings, Graduate Student Editor, 1996

IVLA Conference Planning Committee Member, 1996

ISTE (International Society for Technology in Education) Member, 1997 - 2001

PDK (Phi Delta Kappa) Member, 1995 - 2000

PDK Newsletter Editor, Fall, 1995- Summer, 1996
UW MUG (Multimedia User Group) Member, 1997 - 1998
UW Folk School Committee Member, 1995
UW Korean Students Association President, 1993

SELECTED SERVICE

Reviewer, 2004, 2003, 2002, 2001, American Educational Research Association Annual Conference Proposal
Reviewer, 2003, 2002 Association of Educational Communication and Technology Annual Conference Proposal
Committee Member, 2003, Southern Regional Institute
Judge, 2003, 2002, 2001, 2000, Atlantic County ETTC Lesson Plan Contest
Judge, 2003, 2001, 2000, Jersey Shore High School Science Fair
Judge, Multimedia Mania 2002, the Annual Award by International Society for Technology in Education HyperSIG

Stockton Service

2020 Strategic Planning Committee (2011 to Present)
Faculty Review Committee (Fall, 2008 -2010 Spring, 2010)
Accelerated Dual Degree Committee (2008 – 2009)
Strategic Technology Plan Committee (2008 – 2009)
5th Year Assessment Committee (Spring, 2008)
SFT Information Chair (2005 to Present)
Payday Party Organizer (Spring, 2008 – Spring, 2009)
MAED Leadership Program Development Committee (2008 – 2009)
Committee Co- convener, 2002 -2003, Technology sub-sub-committee under 2010 Vision Committee, ,
Richard Stockton College of New Jersey
Task Force, 2002, Selecting Web-based discussion tool
Search Committee Member, 2001-2002, MAIT Faculty, Richard Stockton College of New Jersey
Search Committee Member, 2000 – 2001, Instructional Designer and Instructional Technology Specialist, Richard Stockton College of New Jersey
Committee Member, 2001, Middle State Institutional Self-Study Committee, Richard Stockton College of New Jersey

Committee Chair, 2000 - 2001 Infor/Tech committee under the Library Committee, Richard Stockton
College of New Jersey

Search Chair, 2001, MAIT Faculty, Richard Stockton College of New Jersey

Task Force, 2000, Selecting Web Authoring Software

Updated on April, 2011

	A	B	C	D	E	F	G	H	I	J	K	L	
1	General Objectives	Primary ISTE NETS*T Standard(s)	ISTE NETS*T Performance Indicators (Secondary)		Specific Outcomes	Class participation	Program exercise	Visual Journal	Visual Analysis	Digital Storytelling	Reading Summary	Reflection paper/ Research proposal	
2	A. Communicate effectively in visual, oral, and written form	2. Communication and Collaboration	2b	1	Write and edit text to produce messages that are clear, concise, and grammatically correct in both print and electronic media.	a		a	b	b	a	b	
3			2b	2	Create or select visuals that instruct, orient, or motivate in both print and electronic media.	a		a	b	b			
4			2a	3	Use active listening skills in all situations.	a							
5			2a	4	Present and receive information in a manner that is appropriate for the norms and tasks of the group or team.	a		b	b	b	a	a	
6			2b	5	Deliver presentations that effectively engage and communicate using instructional technologies.	a		a	b	b			
7			2b	6	Write and edit papers of an academic and professional nature				a	a	a	a	
8			2b	7	Apply principles of message design to page layout and screen design.				b	b			
9			2a,2b	8	Utilize a variety of online communication methods and tools	a							
10			B. Demonstrate conceptual understanding of the appropriate use of technologies	5. Digital Citizenship 6. Technology Operations and Concepts	6a	1	Demonstrate knowledge of uses of computers and technology in education, business and industry, and society	a	a	a	b	b	a
11	6a	2			Use terminology related to computers and technology appropriately in written and oral communications.	a	a				a	a	
12	5a	3			Demonstrate knowledge of equity, ethics, legal, and human issues concerning the use of computers and technology; and practice responsible use of such technologies.			b	b		a	a	
13	5b	4			Develop positive attitudes towards personal technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	a				a	a	a	
14	6b,6d	5			Analyze the characteristics of existing and emerging technologies and their uses within instructional technology.	a					a	a	
15	C. Operate a variety of technologies in support of learning and instruction	6. Technology Operations and Concepts	6a, 6b	1	Use of office suite of productivity tools (word processing, spreadsheet, databases, etc.) to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	a	a	a	c	a	a	a	
16			6a,6b	2	Use technologies (document camera, whiteboard, courseware tools, etc.) that facilitate broadcast instruction, audio/video conferencing and/or online instruction and learning.	a		a	b	c	a		
17			6a,6b	(2b)	3	Use of computer-mediated communications (electronic mail, listservs, bulletin boards, chats, FTP, etc.) for communications and research to support instruction.	a		a	a	a	a	a
18			6a,6b	(1b)	4	Use of design tools (HTML, Webpage editors, FTP) tools for creating interactive Web-based materials and instruction.							

Codes: a = introduce concept b = reinforce concept c = mastery of concept

	A	B	C	D	E	F	G	H	I	J	K	L			
1	General Objectives	Primary ISTE NETS*T Standard(s)	ISTE NETS*T Performance Indicators (Secondary)		Specific Outcomes	Class participation	Program exercise	Visual Journal	Visual Analysis	Digital Storytelling	Reading Summary	Reflection paper/ Research proposal			
19						6a,6b	(2b)	5	Use of audio/video/tools (video camera, digital capture, digital editing, etc.) to facilitate presentations and/or instruction.	a	a	a	c	c	
20						6a,6b		6	Use of design tools (multimedia, hypermedia and authoring systems) tools for creating interactive computer-based instruction.	a	a	a	b	b	
21						6a,6b	(2b)	7	Use of digital imaging technologies (scanner, digital camera, imaging software, etc.) to visually enhance instructional communications and presentations.	a		a	c	c	a
22	D. Demonstrate proficiencies in information literacy	3. Research and Information Fluency	3d (2c)	1	Seek and share information and ideas among individuals with diverse backgrounds and roles	a		a							
23			3b	2	Identify and locate various forms (print and electronic media) information sources	a		a	a		a	a			
24			3c	3	Evaluate information critically and competently by judging the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems.	a		b	b		a	a			
25			3b	4	Organize an information product(s) in the most effective way(s).	a									
26			3a	5	Develop information seeking strategies to enhance one's personal knowledge.										
27			3	6	Use information accurately and creatively for personal and professional purposes.	a		a	a	a	a	a	a		
28			3c	7	Determine underlying biases, assumptions and perspectives of information sources.	a		b	b			a	a		
29	E. Apply research and theory to the practice of instructional technologies.	4. Critical Thinking, Problem Solving, and Decision Making	4a,4b,4c,4d (3a,3b,3c)	1	Apply fundamental research skills in support of the design and development of instructional materials.	a						a			
30			2b,3d	2	Demonstrate ability to produce intellectual communications (literature reviews, articles, academic papers) using dominate format style of the field (APA).								a		
31			4c	3	Use literature reviews as a foundation for developing instructional products.				a						
32			4c,4d	(5c)	4	Identify and discuss the strengths and weaknesses of major theories and literatures of field.									
33			2b,3c	5	Provide theoretical rationale for design and development decisions										
34			4a,4c	1	Develop and conduct a needs assessment and/or goal analysis to substantiate the design and development of instructional materials/products.										
35			4a,4c	2	Develop and conduct a task analysis to substantiate the design and development of instructional materials/products.										
36			4a,4c	3	Develop and conduct a environment/content analysis to substantiate the design and development of instructional materials/products.										
37			4a,4c	4	Develop and conduct a learner analysis to substantiate the design and development of instructional materials/products.										

Codes: a = introduce concept b = reinforce concept c = mastery of concept

	A	B	C	D	E	F	G	H	I	J	K	L		
1	General Objectives F. Analyze needs, goals, and learners as it applies to instruction	Primary ISTE NETS*T Standard(s) 4. Critical Thinking, Problem Solving, and Decision Making	ISTE NETS*T Performance Indicators (Secondary)	Specific Outcomes		Class participation	Program exercise	Visual Journal	Visual Analysis	Digital Storytelling	Reading Summary	Reflection paper/ Research proposal		
38					4b,4d	5	Compile data from needs assessments/goal analysis to answer questions as to whether instruction is the answer to a perceived learning problem.							
39					4b,4d	6	Use data from needs assessments/goal analysis to establish a rationale for the design and development of specific instructional materials/products.							
40					4c,4d	7	Identify a broad range of observed and hypothetical characteristics and environmental factors of the perceived learners who will benefit from the delivery of new instruction.							
41					4c	8	Choose and apply models for the formulation and interpretation of analyses							
42					4c (3d,2b)	9	Interpret and communicate analyses to establish a rationale for the design and development of specific instructional materials/products.							
43					4a,4c	10	Describe and/or document specific learner characteristics which influence the selection and implementation of new instruction.							
44					4c,4d	11	Reflect upon the elements of a situation before proceeding with design and development solutions, and other instructional strategies.							
45					G. Design learning experiences and environments	1. Creativity and Innovation	1a	(4c)	1	Create objectives and content that accommodate learner needs and characteristics.	a		a	a
46	1a,1b	2	Select, modify, or create a design and development model appropriate for a given project.											
47	1a,1b	3	Select and use a variety of techniques to define and sequence the instructional content and strategies.											
48	1a,1b	4	Choose effective instructional strategies aligned with goals and instruction.											
49	1a	(4c)	5	Apply appropriate rules and principles derived from learning theory to the design of instructional materials.										
50	3c	6	Analyze and select media appropriate for a given project	a				a	a	a	a			
51	1a (2c,4d)	7	Design instruction that reflects an understanding of the diversity of learners, groups of learners, and the environments in which they will demonstrate their learning.											
52	1a	8	Select motivational strategies appropriate for the target learners, task, and learning situation.	a				a	a					
53	H. Develop	1. Creativity and	1a,2b (4c)	1	Select or modify existing instructional materials.									
54			1b,2b (6b)	2	Create electronic presentation materials (electronic slide shows, visuals) and/or non electronic materials (manuals, handouts, etc.)	a	a	a	c	c				
55			1b,2b (6b)	3	Create hypermedia and/or multimedia materials (webpages, standalone programs)	a	a		c	c				

Codes: a = introduce concept b = reinforce concept c = mastery of concept

	A	B	C	D	E	F	G	H	I	J	K	L		
1	General Objectives effective instructional/informational materials	Primary ISTE NETS*T Standard(s) Innovation 2. Communication and Collaboration	ISTE NETS*T Performance Indicators (Secondary) 1b,2b (5b,6b)	Specific Outcomes 4	Class participation	Program exercise	Visual Journal	Visual Analysis	Digital Storytelling	Reading Summary	Reflection paper/ Research proposal			
56			1b,2b (6b)		5	Create instructional materials for distance and online learning								
57			4c,4d,6b,6d		6	Create visuals for all media. Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.	a			a	a			
58			1a (6d)		7	Apply learning and cognitive theories to the development of instructional materials.	a			a	a	a	a	
59					1	Provide constructive feedback	a						a	
60					2	Facilitate technology-enhanced learning environment	a							
61	I. Manage learning environments by utilizing processes and resources	2. Communication and Collaboration 5. Digital Citizenship	5b	3	Promote collaboration, partnerships and relationships among individuals.	a		a	a					
62			5b, 2c	4	Provide for effective implementation of instructional products and programs									
63			5b	5	Direct, coach, support and monitor performance of individuals as they endeavor to perform effectively in learning environments									
64			4a,4b,4c,4d (3a,3b,3c)	6	Apply project management techniques to various learning, training, and performance contexts.									
65			4a,4b,4c,4d (3a,3b,3c)	7	Apply the principles of human performance to the effectiveness of the environment									
66			5	8	Motivate individuals to perform effectively in learning environments.									
67			5b	9	Promote the use of technology for higher level thinking and problem solving.	a					a	a		
68			6b,6d	10	Oversee technology to support learner-centered strategies.									
69			J. Evaluate all components of learning and instruction	4. Critical Thinking, Problem Solving, and Decision Making	4c (3d,2b)	1	Report evaluation information							
70					4c	2	Conduct evaluation (formative, summative, confirmation) of instructional materials and methods							
71	4	3			Utilize multiple evaluation techniques									
72	4b	4			Create evaluation tools									
73	4b	5			Identify and utilize models of evaluation									
74	K. Demonstrate leadership skills	5. Digital Citizenship	5c,6d	1	Adopt strategies and solutions in light of change.									
75			5b,5c	2	Update and improve knowledge, communication skills and attitudes related to instructional technologies.									
76			5d (2c,2d)	3	Exhibit leadership attributes with individuals and groups (e.g., intrapersonal skills, interpersonal skills, group dynamics, team building).									
77			5d (2c,2d)	4	Motivate individuals to perform effectively in learning environments.									
78														

Codes: a = introduce concept b = reinforce concept c = mastery of concept

	A	B	C	D	E	F	G	H	I	J	K	L
1	General Objectives	Primary ISTE NETS*T Standard(s)	ISTE NETS*T Performance Indicators (Secondary)		Specific Outcomes	Class participation	Program exercise	Visual Journal	Visual Analysis	Digital Storytelling	Reading Summary	Reflection paper/ Resarch proposal
79			5a (3c)	5		Make ethical and moral decisions in terms of the accuracy and completeness of the information upon which they will be based.						
80			5c	6		Develop and sustain social relationships (e.g., professional organizations)						
81			5a	7		Identify and resolve ethical issues						
82			5d (2c,2d)	8		Delegate, communicate and lead by example						
83			2a,2d	9		Facilitate cooperative and collaborative groups						
84												
85	NOTE: - * denotes that outcome is dependent on nature of the project											

Appendix 5: MAIT Specific Outcomes

General Objectives	Primary ISTE NETS *T Standards	ISTE NETS *T Performance Indicators (Secondary)	Specific Outcomes	
A. Communicate effectively in visual, oral, and written form	2. Communication and Collaboration	2b	1	Write and edit text to produce messages that are clear, concise, and grammatically correct in both print and electronic media.
		2b	2	Create or select visuals that instruct, orient, or motivate in both print and electronic media.
		2a	3	Use active listening skills in all situations.
		2a	4	Present and receive information in a manner that is appropriate for the norms and tasks of the group or team.
		2b	5	Deliver presentations that effectively engage and communicate using instructional technologies.
		2b	6	Write and edit papers of an academic and professional nature
		2b	7	Apply principles of message design to page layout and screen design.
		2a,2b	8	Utilize a variety of online communication methods and tools
B. Demonstrate conceptual understanding of the appropriate use of technologies	5. Digital Citizenship 6. Technology Operations and Concepts	6a	1	Demonstrate knowledge of uses of computers and technology in education, business and industry, and society
		6a	2	Use terminology related to computers and technology appropriately in written and oral communications.
		5a	3	Demonstrate knowledge of equity, ethics, legal, and human issues concerning the use of computers and technology; and practice responsible use of such technologies.
		5b	4	Develop positive attitudes towards personal technology uses that support lifelong learning, collaboration, personal pursuits, and

				productivity.
		6b,6d	5	Analyze the characteristics of existing and emerging technologies and their uses within instructional technology.
C. Operate a variety of technologies in support of learning and instruction	6. Technology Operations and Concepts	6a, 6b	1	Use of office suite of productivity tools (word processing, spreadsheet, databases, etc.) to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
		6a,6b	2	Use technologies (document camera, whiteboard, courseware tools, etc.) that facilitate broadcast instruction, audio/video conferencing and/or online instruction and learning.
		6a,6b (2b)	3	Use of computer-mediated communications (electronic mail, listservs, bulletin boards, chats, FTP, etc.) for communications and research to support instruction.
		6a,6b (1b)	4	Use of design tools (HTML, Webpage editors, FTP) tools for creating interactive Web-based materials and instruction.
		6a,6b (2b)	5	Use of audio/video/tools (video camera, digital capture, digital editing, etc.) to facilitate presentations and/or instruction.
		6a,6b	6	Use of design tools (multimedia, hypermedia and authoring systems) tools for creating interactive computer-based instruction.
		6a,6b (2b)	7	Use of digital imaging technologies (scanner, digital camera, imaging software, etc.) to visually enhance instructional communications and presentations.
		D. Demonstrate proficiencies in information literacy	3. Research and Information Fluency	3d (2c)
3b	2			Identify and locate various forms (print and electronic media) information sources

		3c	3	Evaluate information critically and competently by judging the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems.
		3b	4	Organize an information product(s) in the most effective way(s).
		3a	5	Develop information seeking strategies to enhance one's personal knowledge.
		3	6	Use information accurately and creatively for personal and professional purposes.
		3c	7	Determine underlying biases, assumptions and perspectives of information sources.
E. Apply research and theory to the practice of instructional technologies.	4. Critical Thinking, Problem Solving, and Decision Making	4a,4b,4c,4d (3a,3b,3c)	1	Apply fundamental research skills in support of the design and development of instructional materials.
		2b,3d	2	Demonstrate ability to produce intellectual communications (literature reviews, articles, academic papers) using dominate format style of the field (APA).
		4c	3	Use literature reviews as a foundation for developing instructional products.
		4c,4d (5c)	4	Identify and discuss the strengths and weaknesses of major theories and literatures of field.
		2b,3c	5	Provide theoretical rationale for design and development decisions
F. Analyze needs, goals, and learners as it applies to instruction	4. Critical Thinking, Problem Solving, and Decision Making	4a,4c	1	Develop and conduct a needs assessment and/or goal analysis to substantiate the design and development of instructional materials/products.
		4a,4c	2	Develop and conduct a task analysis to substantiate the design and development of instructional materials/products.
		4a,4c	3	Develop and conduct a environment/content analysis to substantiate the design and development of instructional materials/products.
		4a,4c	4	Develop and conduct a learner analysis to substantiate the design and development of

				instructional materials/products.
		4b,4d	5	Compile data from needs assessments/goal analysis to answer questions as to whether instruction is the answer to a perceived learning problem.
		4b,4d	6	Use data from needs assessments/goal analysis to establish a rationale for the design and development of specific instructional materials/products.
		4c,4d	7	Identify a broad range of observed and hypothetical characteristics and environmental factors of the perceived learners who will benefit from the delivery of new instruction.
		4c	8	Choose and apply models for the formulation and interpretation of analyses
		4c (3d,2b)	9	Interpret and communicate analyses to establish a rationale for the design and development of specific instructional materials/products.
		4a,4c	10	Describe and/or document specific learner characteristics which influence the selection and implementation of new instruction.
		4c,4d	11	Reflect upon the elements of a situation before proceeding with design and development solutions, and other instructional strategies.
G. Design learning experiences and environments	1. Creativity and Innovation	1a (4c)	1	Create objectives and content that accommodate learner needs and characteristics.
		1a,1b	2	Select, modify, or create a design and development model appropriate for a given project.
		1a,1b	3	Select and use a variety of techniques to define and sequence the instructional content and strategies.
		1a,1b	4	Choose effective instructional strategies aligned with goals and instruction.
		1a (4c)	5	Apply appropriate rules and principles derived from learning theory to the design of

				instructional materials.
		3c	6	Analyze and select media appropriate for a given project
		1a (2c,4d)	7	Design instruction that reflects an understanding of the diversity of learners, groups of learners, and the environments in which they will demonstrate their learning.
		1a	8	Select motivational strategies appropriate for the target learners, task, and learning situation.
H. Develop effective instructional/informational materials	1. Creativity and Innovation 2. Communication and Collaboration	1a,2b (4c)	1	Select or modify existing instructional materials.
		1b,2b (6b)	2	Create electronic presentation materials (electronic slide shows, visuals) and/or non electronic materials (manuals, handouts, etc.)
		1b,2b (6b)	3	Create hypermedia and/or multimedia materials (webpages, standalone programs)
		1b,2b (5b,6b)	4	Create instructional materials for distance and online learning
		1b,2b (6b)	5	Create visuals for all media.
		4c,4d,6b,6d	6	Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.
		1a (6d)	7	Apply learning and cognitive theories to the development of instructional materials.
I. Manage learning environments by utilizing processes and resources	2. Communication and Collaboration 5. Digital Citizenship	5b	1	Provide constructive feedback
		5b	2	Facilitate technology-enhanced learning environment
		5b, 2c	3	Promote collaboration, partnerships and relationships among individuals.
		5b	4	Provide for effective implementation of instructional products and programs
		5b, 2c	5	Direct, coach, support and monitor performance of individuals as they endeavor to perform effectively in learning environments
		4a,4b,4c,4d (3a,3b,3c)	6	Apply project management techniques to various learning, training, and performance contexts.

		4a,4b,4c,4d (3a,3b,3c)	7	Apply the principles of human performance to the effectiveness of the environment
		5	8	Motivate individuals to perform effectively in learning environments.
		5b	9	Promote the use of technology for higher level thinking and problem solving.
		6b,6d	10	Oversee technology to support learner-centered strategies.
J. Evaluate all components of learning and instruction	4. Critical Thinking, Problem Solving, and Decision Making	4c (3d,2b)	1	Report evaluation information
		4c	2	Conduct evaluation (formative, summative, confirmation) of instructional materials and methods
		4	3	Utilize multiple evaluation techniques
		4b	4	Create evaluation tools
		4b	5	Identify and utilize models of evaluation
K. Demonstrate leadership skills	5. Digital Citizenship	5c,6d	1	Adopt strategies and solutions in light of change.
		5b,5c	2	Update and improve knowledge, communication skills and attitudes related to instructional technologies.
		5d (2c,2d)	3	Exhibit leadership attributes with individuals and groups (e.g., intrapersonal skills, interpersonal skills, group dynamics, team building).
		5d (2c,2d)	4	Motivate individuals to perform effectively in learning environments.
		5a (3c)	5	Make ethical and moral decisions in terms of the accuracy and completeness of the information upon which they will be based.
		5c	6	Develop and sustain social relationships (e.g., professional organizations)
		5a	7	Identify and resolve ethical issues
		5d (2c,2d)	8	Delegate, communicate and lead by example
		2a,2d	9	Facilitate cooperative and collaborative groups

Appendix 6: Program Assessment

In order to determine the program's success in meeting its articulated objectives, we conducted surveys of graduating students, current students, and alumni.

Exit Survey

We invited the graduates who completed the MAIT program and received the MAIT degree in either 2010 Fall or 2011 Spring Semester to take the exit survey. Five out of thirteen 2010 Fall graduates and six out of seven 2011 Spring graduates participated in this survey. The purpose of the survey was for graduates to evaluate the program and evaluate themselves vis-à-vis the program's stated learning outcomes.

Value and Strengths of the MAIT program

In order to address the question of value of the program degree, we asked about plans for subsequent education, job benefits, and awards in the field. Ten out of eleven respondents replied that their job performance has significantly or somewhat improved as a result of the skills and knowledge gained in the program. Six respondents showed a desire for pursuing doctoral education, three respondents for pursuing supervisory certificates. Four participants responded that they received some kind of job benefits such as a salary increase, recognitions and/or grants due to their participation in the MAIT program.

As for strengths of the program, many pointed out the quality of the faculty as one of strong points of the program. Other responses included incorporating technology in the classroom, emphasizing fundamentals as well as real-world applications, and covering updated use of technology.

Specific Outcomes

For the program learning outcomes, participants responded to the specific program objectives. Among 11 general objectives, the average of each objective is between 4.28 and 4.60 on a 5-point Likert scale (5 = Strongly Agree, 1= Strongly Disagree) (See Table ??). Except in two areas, all specific outcomes showed higher than 4.0. Two relatively weak areas were C.4. Use of design tools (HTML, Webpage editors, FTP) for creating interactive Web-based materials and instruction, and H.4 Create instructional materials for distance and online learning.

Table1. Specific Outcome Rates from Exit Survey

General Objectives	Specific Outcomes (Appendix ?)	Mean
A. Communicate effectively in visual, oral, and written form.	A.1	4.45
	A.2	4.55
	A.3	4.36
	A.4	4.36
	A.5	4.73
	A.6	4.64
	A.7	4.36
	A.8	4.64
	Overall	4.51
B. Demonstrate conceptual understanding of the appropriate use of technologies.	B.1	4.36
	B.2	4.64
	B.3	4.55
	B.4	4.73
	B.5	4.64
	Overall	4.58
C. Operate a variety of technologies in support of learning and instruction.	C.1	4.55
	C.2	4.36
	C.3	4.55
	C.4	3.82
	C.5	4.20
	C.6	4.36
	C.7	4.09
	Overall	4.28
D. Demonstrate proficiencies in information literacy.	D.1	4.55
	D.2	4.55
	D.3	4.40
	D.4	4.55
	D.5	4.55
	D.6	4.55
	D.7	4.45
	Overall	4.51
E. Apply research and theory to the practice of instructional technologies.	E.1	4.64
	E.2	4.64
	E.3	4.55
	E.4	4.55
	E.5	4.64
	Overall	4.60
F. Analyze needs, goals, and learners as it applies to instruction.	F.1	4.64
	F.2	4.64
	F.3	4.60
	F.4	4.73
	F.5	4.64
	F.6	4.55
	F.7	4.64
	F.8	4.55
	F.9	4.55
	F.10	4.45
	F.11	4.73
	Overall	4.61
G. Design learning experiences and	G.1	4.55

environments.	G.2	4.64
	G.3	4.64
	G.4	4.55
	G.5	4.45
	G.6	4.45
	G.7	4.45
	G.8	4.36
	Overall	4.51
	H. Develop effective instructional/informational materials.	H.1
H.2		4.82
H.3		4.36
H.4		3.90
H.5		4.55
H.6		4.55
H.7		4.55
Overall		4.48
I. Manage learning environments by utilizing processes and resources.	I.1	4.55
	I.2	4.55
	I.3	4.55
	I.4	4.64
	I.5	4.45
	I.6	4.55
	I.7	4.55
	I.8	4.64
	I.9	4.64
	I.10	4.64
	Overall	4.57
J. Evaluate all components of learning and instruction	J.1	4.55
	J.2	4.55
	J.3	4.64
	J.4	4.64
	J.5	4.55
	Overall	4.58
K. Demonstrate leadership skills.	K.1	4.45
	K.2	4.55
	K.3	4.55
	K.4	4.55
	K.5	4.55
	K.6	4.36
	K.7	4.27
	K.8	4.45
	K.9	4.36
	Overall	4.45

Suggestions to the MAIT Program

The respondents made the following observations and recommendations for program improvement:

- Shorter time span
- More student accountability - More Research Oriented - Project-based technology infused sessions
- Courses should include how instructional technology is being utilized in other countries and within their education system (e.g. China, India). A better global perspective!!
- Eliminate the "track" system and offer a greater variety of courses in the 2nd summer session. (Teachers appreciate these!)
- Expanded electives, courses and times.
- I really struggled with using technology at the beginning of my program (Fall 2007). I could have benefited from a prep course in Microsoft Office. I mistakenly assumed these skills would be covered in the course work.

- More technology direct instruction (ex. how networks work, more creating web pages, flash, use of Adobe creative suite--our cohort didn't use this much.)
- Some courses overlap dramatically in concepts taught. There were a few courses that seemed to only address the needs of the lower level learners leaving the high level learners out to dry as they already know/possess those skills and concepts being taught. I would suggest that if learners do not possess the entry level skills for the program, there should be a separate class that catches them up before they enter the prescribed MAIT courses. I would also suggest a course on using Adobe Flash.

Current Student Survey

In order to measure the program's success in meeting its articulated objectives, we also conducted the survey with the current students. Forty-five students were informed, and twenty-eight students participated in the survey (62% participation rate). Among those, 18 students are in cohort programs while 10 students are in the on-campus program. 75% (21 respondents) have taken more than two courses, from which I infer that most of the participants have a sufficient understanding of the program.

Strengths of the MAIT program

When asked to comment on the strengths in the MAIT program, many respondents listed the quality of instructors. Students in the cohort group pointed out an advantage of using their school as a classroom. Other comments include utilizing real-world applications, introducing new technology, facilitating collegial and student-centered learning.

Specific Outcomes

To measure the program learning outcomes, participants responded to the specific program objectives. Among 11 general objectives, the average of each objective is between 4.11 and 4.52 on a 5-point Likert scale (5 = Strongly Agree, 1= Strongly Disagree) (See Table ??). It is interesting that compared to the exit survey, these data shows more consistent means across

objectives. When I examined the individual raw data, I noticed that some students checked the same answer for all outcomes. Therefore, the validity of these responses is questionable.

Table 2. Specific Outcome Rate from Current Students' Survey

General Objectives	Specific Outcomes	Mean
A. Communicate effectively in visual, oral, and written form.	A.1	4.46
	A.2	4.57
	A.3	4.36
	A.4	4.48
	A.5	4.50
	A.6	4.21
	A.7	4.50
	A.8	4.64
	Overall	4.47
B. Demonstrate conceptual understanding of the appropriate use of technologies.	B.1	4.56
	B.2	4.35
	B.3	4.37
	B.4	4.67
	B.5	4.59
	Overall	4.51
C. Operate a variety of technologies in support of learning and instruction.	C.1	4.54
	C.2	4.54
	C.3	4.43
	C.4	4.04
	C.5	4.36
	C.6	4.25
	C.7	4.15
	Overall	4.33
D. Demonstrate proficiencies in information literacy.	D.1	4.61
	D.2	4.50
	D.3	4.39
	D.4	4.21
	D.5	4.26
	D.6	4.50
	D.7	4.36
	Overall	4.40
E. Apply research and theory to the practice of instructional technologies.	E.1	4.25
	E.2	4.32
	E.3	4.25
	E.4	4.07
	E.5	4.11
	Overall	4.20
F. Analyze needs, goals, and learners as it applies to instruction.	F.1	4.14
	F.2	4.18
	F.3	4.18
	F.4	4.21
	F.5	4.32
	F.6	4.36
	F.7	4.25
	F.8	4.25
	F.9	4.32
	F.10	4.14
	F.11	4.29
	Overall	4.24
G. Design learning experiences and environments.	G.1	4.43
	G.2	4.57
	G.3	4.39
	G.4	4.50
	G.5	4.36
	G.6	4.64
	G.7	4.57
	G.8	4.46
Overall	4.49	
H. Develop effective instructional/informational materials.	H.1	4.57
	H.2	4.64
	H.3	4.36
	H.4	4.18
	H.5	4.52

	H.6	4.57
	H.7	4.64
	Overall	4.50
I. Manage learning environments by utilizing processes and resources.	I.1	4.61
	I.2	4.61
	I.3	4.79
	I.4	4.61
	I.5	4.43
	I.6	4.32
	I.7	4.21
	I.8	4.43
	I.9	4.61
	I.10	4.56
		Overall
J. Evaluate all components of learning and instruction	J.1	4.11
	J.2	4.07
	J.3	4.11
	J.4	4.07
	J.5	4.18
		Overall
K. Demonstrate leadership skills.	K.1	4.46
	K.2	4.50
	K.3	4.46
	K.4	4.43
	K.5	4.29
	K.6	4.39
	K.7	3.93
	K.8	4.39
	K.9	4.39
		Overall

Suggestions to the MAIT Program

Students' recommendations for the MAIT program include cohort discount, less repetition in assignment and content across curriculum, more frequent feedback and models, more hardware - focused courses, more courses and schedules available for students who want to finish in a shorter time, and more hybrid courses.

Alumni Survey

The MAIT alumni who graduated between 2006 Fall and 2010 Spring were invited to an MAIT Alumni survey voluntarily and anonymously. 23 graduates participated in the survey. The following are the pertinent findings for the MAIT self-study:

Demographic:

Fifteen female and eight male graduates responded. Among those 23 respondents, four graduated from the 2006 class, two from 2008, nine from 2008, and seven from the 2010 class.

Ten respondents followed the program's Education track, six followed the cohort program, and six took the corporate track.

Job Titles:

Although the number of respondents were not great, it was interesting to see that their job titles were varied from teachers (10), HR trainee, tech coordinator, professor, adjunct, director of online learning, instructional designer, computer systems training specialist to network engineer.

Value of MAIT Degree and Impact on Job Performance:

Of the respondents, 12 respondents reported they have either been promoted or changed jobs within their place of employment as a result of obtaining their degree. Of those, 69% (9 respondents) suggested that the MAIT degree was a significant factor in their obtaining a promotion or a change. Another 23% (3 respondents) held that the degree was at least somewhat responsible for their change, and one respondent suggested the degree had only marginal impact.

Compared to 21% from the last alumni survey implemented in 2006, only 13% (3 respondents) of the current participants used their MAIT degree to find employment in a new field or career path. Of those, all credited their MAIT degree as being either significantly or somewhat responsible for their opportunity. The data may suggest that, because of the economy, it is not easy to move to a new field or career path, but when the opportunity comes, possessing an MAIT degree helps the move.

When asked whether their job performance has improved as a result of the skills and knowledge gained in the MAIT program, 65% (15 respondents) said significantly and 35% (8 respondents) said somewhat, and nobody responded to not at all. Overall, all respondents perceived the MAIT degree as having a positive impact on their career moves and/or job performance.

Strengths of MAIT program:

When asked to comment on the strengths in the MAIT program, most respondents provided an answer. “The faculty” was the commonly mentioned strength in the program. Besides faculty, another common response was that the focus on real-world application was valuable and practical for their career. Also working with individual student’s needs, course design and use of technology were included as strengths.

Further Education:

When asked, 35% (8 respondents) reported that they have gone on for further education and training since graduating from Stockton. Among those, one moved on a doctoral program at Teachers College of Columbia University. Four pursued K-12 Supervisor licensure from the State of New Jersey. One followed Special Education certificate.

Awards, Grants, Publications and Presentations:

There were fifteen responses regarding awards, grants, publication and presentation that they feel is due to their participation in the MAIT program. Their responses include:

- the project developed while I was in the MAIT was featured in three recent newspaper articles and a corporation donated \$10,000 for this project.
- received teaching American History grant - I developed for my thesis project. I am also currently the Project Director of a 1:1 computing grant for our school

district. The overall concept of the grant directly relates to my MAIT degree. ...The grant is nearly \$2,000,000.

- received Stockton Distinguished Fellowship Grant. My grant helped fund my final thesis research.
- received Target Grant based on telecollaborative project developed in MAIT class.
- presented at the U.S. Department of Education's Teaching American History grant conference in Washington in 2009 and N.J. Techspo in 2010 about my thesis project.
- my classroom was showcased for implementing new technologies- I was comfortable trying out due to MAIT experiences.
- presented at the Pennsylvania's Tri-State Technology Expo. As a result of this program, my new position at my job requires me to conduct micro-workshops on 21st century skills to my fellow teachers.
- presented at NECC in Philadelphia
- presented at the "From My Classroom to Yours"; Presenter NJ Music Educators' Conference; and also presented NJ Music Educators' Summer Workshop
- conducted numerous Staff workshops
- awarded grant for set of student response systems (clickers) for classroom use

Continued Use of Instructional Technology:

78% (18 respondents) have continued to use projects that they developed while in the MAIT program. This result demonstrates that our program focuses on real-world and practical approaches.

Suggestions for MAIT Program:

When asked if they have any suggestions to improve the MAIT program, their responses include:

- possibly more interaction between on campus and off campus students.
- since so many teachers do take the program, better ways to integrate the practices learned into the current "climate" of the NJDOE philosophy as it relates to the NJASK.
- some classes could be condensed to an 8 or 12-week program. Also, there should be a class offered with some basic hardware/software knowledge of computers.
- more online classes
- continue to keep the prior graduates involved in the program and course work. The new and continuing experience will enhance the program for the current students.

- closer supervision to ensure that instruction follows syllabus; better choices of adjunct instructors; closer attention to courses and content to make sure all participants receive a comparable education; better communication amongst instructors (the right hand should know what the left hand is doing); stricter adherence to deadlines, absences, etc., as per syllabus; higher expectations for graduate students (raise the bar)
- ... I really would have liked to pursue tech coordinator track, but classes were limited or nonexistent.
- there was a lot of focus on the K-12 track. I'd like to see more emphasis on the corporate or technical tracks. I also believe that there should be CORE courses in technology (ie., learning the technology (sic.) like web design or movie making, etc) rather than theory.
- integrate more organizational development model information.
- more technology specific courses should be part of the core curriculum.
- continue teaching educators the value of technology in the classroom
- stronger corporate track.

Among these suggestions, we admit that we had offered few courses related to the interests of technology coordinators or those in the corporate world, due to the low enrollment in on-campus courses. As a result, one year ago, we eliminated track options and, instead, allowed students to choose their five elective courses based on their interests and needs. As we have expanded cohort groups, we notice that we have a higher percentage of students interested in corporate applications in on-campus courses. However, the number of students remains insufficient to sustain a curriculum suited to their needs.