

VITA

**TIMOTHY JAMES NEWBY**

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**GENERAL INFORMATION**

Academic record

a. Institutions attended:

Brigham Young University 1974-1975

Brigham Young University 1977-1984

Degrees awarded:

<u>Institution</u>	<u>Degree</u>	<u>Completed</u>
Brigham Young University	Bachelor of Science Major: Psychology Minor: History	December, 1979
Brigham Young University	Ph.D. Instructional Psychology	August, 1984

b. Academic appointments:

Professor, Department of Curriculum and Instruction, Division of Educational Technology, Purdue University, July 1997-present.

Associate Professor, Department of Curriculum and Instruction, Division of Educational Computing and Instructional Development, Purdue University, July 1990-July 1997.

Assistant Professor, Department of Curriculum and Instruction, Division of Educational Computing and Instructional Development, Purdue University, August 1984-July 1990.

Awards and honors

2010, Winner of the Purdue University, Class of 1922 Helping Students Learn Award (with Peg Ertmer)

2010, American Council on Education (ACE) award to recognize the innovative use of technology to promote internationalization. Special recognition for Web 2.0 project (with Peg Ertmer) NOTE: There were 4 winners and 7 that received special recognition.

2010, Winner of the Purdue University, TLT Distance Education Incentive Award.

2009, Winner of the Purdue University Teaching and Learning Technology Faculty Scholar Program Award.

2009, Outstanding Paper Award (Preservice teachers' perceptions of web-based interactive media: Three different tools one learning goal), annual meeting of the Society for Information Technology & Teacher Education, Charleston, South Carolina (with A. Magana and S. Brophy).

2008, Selected as an inductee in Purdue University's Book of Great Teachers.

2007, Winner of the Purdue University Outstanding Undergraduate Teaching Award in memory of Charles B. Murphy.

2006, Selected as a Fellow of the Purdue University Teaching Academy  
2006 Winner of the College of Education, *Outstanding Teaching Award*.  
2006 Winner of the Department of Curriculum and Instruction, *Outstanding Teaching Award*.

#### Professional memberships

American Educational Research Association,  
Association for Educational Communications and Technology  
    Special Interest Group: Division of Instructional Development  
    Special Interest Group: Research and Theory Division  
International Society for Technology in Education

### DISCOVERY

#### 1. Published work

##### a. Books

1. Robinson, P. W., with Newby, T. J., & Hill, R. D. (1981). *Manipulating Parents: Tactics Used by Children of All Ages and Ways Parents Can Turn the Tables*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
2. Robinson, P. W., with Newby, T. J., Wold, C. O., Hall, L. D., Foster, D. F. (1987). *Discipline Manual for Teachers*. Phoenix, AZ: National Information Service Institute.
3. Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (1996). *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media*. Englewood Cliffs, NJ: Merrill Education/Prentice Hall.
4. Leedy, P. D., with Newby, T. J., & Ertmer, P.A. (1997, 6<sup>th</sup> ed.). *Practical Research*. Englewood Cliffs, NJ: Merrill Education/Prentice Hall.
5. Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (2000, 2<sup>nd</sup> ed.). *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media*. Englewood Cliffs, NJ: Merrill Education/Prentice Hall.
6. Ertmer, P. A., Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (2001, 2<sup>nd</sup> ed.). *Instructor's Guide for Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media*. Upper Saddle River, NJ: Merrill Education/Prentice Hall.
7. Newby, T. J. (2004). *Microsoft Office and FrontPage for Teaching and Learning: Basic Building Block for Computer Integration*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
8. Newby, T. J., (2005). *Introduction to Educational Technology*. Boston: Pearson Custom Publishing.
9. Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (2006, 3<sup>rd</sup> ed.). *Educational Technology for Teaching and Learning*. Upper Saddle River, NJ: Merrill Education/Prentice Hall.
10. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (3<sup>rd</sup> Ed., 2006). *Educational Technology for Teaching and Learning – CD*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

11. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (3<sup>rd</sup> Ed., 2006). *Educational Technology for Teaching and Learning – website*. <http://www.prenhall.com/newby/>
12. Newby, T. J., & Lewandowski, J. O. (2<sup>nd</sup> Ed., 2009). *Teaching and Learning with Microsoft Office 2007 and Expression Web A Multi-level Approach to Computer Integration*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
13. Newby, T. J., & Lewandowski, J. O. (2<sup>nd</sup> Ed., 2009). *Teaching and Learning with Microsoft Office 2007 and Expression Web A Multi-level Approach to Computer Integration – website*: <http://www.prenhall.com/newby>
14. Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (2009, 3<sup>rd</sup> ed.). *Educational Technology for Teaching and Learning*. Korean Language Edition. Korea: Hakjisa Publisher.
15. Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D., & Leftwich, A. (4<sup>th</sup> Ed., 2011). *Educational Technology for Teaching and Learning*. Boston: Pearson.
16. Newby, T. J., & Lewandowski, J. O. (2013). *Teaching and Learning with Microsoft Office 2010 and Office 2011 for Mac*. Boston: Pearson.

b. Book chapters

1. Newby, T. J.\*, & Stepich, D. A. (1999). Chapter 20: Rhonda Feldberg. In P. Ertmer & J. Quinn (Eds.), *The ID Casebook: Case studies in instructional design* (pp. 86-88). Upper Saddle River, NJ: Merrill/Prentice-Hall.
2. Stepich, D. A.\*, & Newby, T. J. (1999). Chapter 16: Michael Sanchez. In P. Ertmer & J. Quinn (Eds.), *The ID Casebook: Case studies in instructional design* (pp. 108-112). Upper Saddle River, NJ: Merrill/Prentice-Hall.
3. Stepich, D. A.\*, & Newby, T. J. (2003) Chapter 30: Michael Sanchez. In P. Ertmer & J. Quinn (Eds.), *The ID Casebook: Case studies in instructional design* (2<sup>nd</sup> ed.) (pp. 183-185). Upper Saddle River, NJ: Merrill/Prentice-Hall.
4. Lai, F-Q., & Newby, T. (2005). Case analysis of a true experimental study. In F. Lee & H. H. Yang (Eds.), *Educational technology research: Methodology and case analysis* (pp. 20-30). Beijing, China: Beijing Jiaotong University Press.
5. Newby, T. J., Ertmer, P. A., & Stepich, D. A. (2005). Instructional analogies and the learning of concepts. In F. Lee & H. H. Yang (Eds.), *Educational technology research: Methodology and case analysis* (pp. 152-172). Beijing, China: Beijing Jiaotong University Press.
6. Wang, L., Ertmer, P. A., & Newby, T. J. (2010). Increasing preservice teachers' self-efficacy beliefs for technology integration. In L. Schrum (Ed.), *Considerations on technology and teachers: The best of JRTE* (pp. 33-54). Eugene, OR: International Society for Technology in Education.
7. Lai, F-Q., Chang, C-W., & Newby, T. J. (2011). 教育技术专业的课程设置 [Curriculum development of the educational technology program]. In R. Ouyang & X. Wang (Eds.), *教育技术* [Educational Technology]. Beijing, China: China Renmin University Press.
8. Chen, X., Choi, J.H., Yu, J. & Newby, T. (2013). The teaching assistants' community of practice facilitates undergraduate online learning in a blended course. In H. Yang and S. Wang (eds.) *Cases on Online Learning Communities and Beyond: Investigations and Applications*. New York: IGI Global.

9. Chen, X., & Newby, T. (2013). Cross-cultural wiki collaboration in teacher education. In H. Yang and S. Wang (eds.) *Cases on E-Learning Management: Development and Implementation*. New York: IGI Global.
10. Ertmer, P. A., & Newby, T. J. (2016). Learning theory and technology: A reciprocal and synergistic relationship. In N. Rushby and D. Surry (Eds.), *The Handbook of Learning Technology*. John Wiley & Sons: New Jersey.
11. Newby, T., Wright, C., Besser, E., & Beese, E. (2016). Passport to creating and issuing digital instructional badges. In D. Ifenthaler, N. Bellin-Mularski, & D. Mah (Eds.), *Foundations of Digital Badges and Micro-Credentials: Demonstrating and Recognizing Knowledge and Competencies*. Springer: New York.
12. Ertmer, P. A., & Newby, T. J. (2018). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. In R. E. West (Ed.), *Foundations of Learning and Instructional Design Technology: Historical Roots*. On online text: <http://edtechbooks.org/lidtfoundations>
13. West, R., Newby, T., Cheng, Z., Erickson, A., & Clements, K. (2020). Acknowledging all learning: Flexible, micro, and open credentials. In M.J. Bishop, E. Boling, J. Elen, & V. Svihla (Eds.), *Handbook of Research in Educational Communications and Technology (5<sup>th</sup> ed.)*. Springer: New York.

c. Conference proceedings

1. Newby, T.J.\*, & Stepich, D.A.\* (1992). Instructional analogies: Effectiveness with tangible and intangible concepts. *Proceedings of the 1992 Association of Educational Communications and Technology*, 552-561.
2. Yang, Y.T.C. & Newby, T.J. (2001). Does Distance Education Resolve The Current Problems of Education?. In J. Price et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2001* (pp. 304-309). Chesapeake, VA: AACE.
3. Richardson, J. & Newby, T. (2004). Students' Cognitive Engagement in Online Learning Environments: Learning Strategies and Motivations. In L. Cantoni & C. McLoughlin (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2004* (pp. 4028-4033). Chesapeake, VA: AACE.
4. Ottenbreit-Leftwich, A.\*, Richardson, J.C.\* & Newby, T. (2005, October). Pre-service teachers: Development of perceptions and skills pertaining to technology integration. *Proceedings from the Annual Meeting of the Association for Educational Communications and Technology*: Orlando.
5. York, C., Ottenbreit-Leftwich, A., Richardson, J. & Newby, T. (2005). Exploring Options for Delivery in a Large Technology Integration Lecture Course for Pre-Service Teachers. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2005* (pp. 1689-1695). Chesapeake, VA: AACE.
6. Richardson, J.C.\*, Ertmer, P., Newby, T. & Lehman, J. (October 2007). Using peer feedback in online discussions to improve critical thinking. *Proceedings of the Association for Educational Communications and Technology*: Anaheim, CA.
7. Ottenbreit-Leftwich, A.\*, Glazewski, K., Newby, T., Ertmer, P. & Richardson, J.C. (October 2007). What are the technology integration visions, strategies, and developmental process of expert technology-using teachers? *Proceedings of the Association for Educational Communications and Technology*: Anaheim, CA.

8. Ertmer, P. A.\*, Gedik, N., Richardson, J. C., Yang, D., & Newby, T. J. (2008). Undergraduate students' perceptions of the value of online discussions: A comparison between education and engineering students. *SITE (Society for Information Technology and Teacher Education) 2008 Conference Proceedings*. Charlottesville, VA: Association for the Advancement of Computing in Education.
9. Magana, A., Brophy, S., & Newby, T. J. (2008). *Scaffolding student's conceptions of logical and proportional scale cognition with analogies and metaphors. Proceedings of the 2008 American Society for Engineering Education*, Pittsburg, PA.
10. Ertmer, P., Temur Gedik, N., Richardson, J. & Newby, T. (2008). Perceived Value of Online Discussions: Perceptions of Engineering and Education Students. In J. Luca & E. Weippl (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 4679-4687). Chesapeake, VA: AACE.
11. Newby, T. & Lai, F.Q. (2008). Instructional graphics: Effectiveness of single versus gradient static graphics. In J. Luca & E. Weippl (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 4321-4325). Chesapeake, VA: AACE.
12. Leftwich, A., Glazewski, K., Newby, T. & Ertmer, P. (2008). Visions, Strategies, and Developmental Processes of Expert Technology-Using Teachers. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2008* (pp. 3832-3839). Chesapeake, VA: AACE.
13. Ertmer, P., Gedik, N.T., Richardson, J., Yang, D. & Newby, T. (2008). Undergraduate Students' Perceptions of the Value of Online Discussions: A Comparison between Education and Engineering Students. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2008* (pp. 366-371). Chesapeake, VA: AACE.
14. Lehman, J., Richardson, J., Ertmer, P., Newby, T. & Campbell, J. (2009). Impact of Asynchronous Online Discussions: A Study of Implementation in Two Large-Enrollment Blended Courses. In G. Siemens & C. Fulford (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2009* (pp. 2928-2936). Chesapeake, VA: AACE.
15. Magana de Leon, A., Brophy, S. & Newby, T. (2009). Pre-service Teachers' Perceptions of Web-based Interactive Media: Three Different Tools One Learning Goal. In I. Gibson et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 1502-1509). Chesapeake, VA: AACE.
16. Ertmer, P. A., Newby, T. J., Yu, J. H., Liu, W., Tomory, A., Lee, Y., Sendurur, E., & Sendurur, P. (2010). Facilitating student's global perspectives: Collaborating with international partners using Web 2.0 technologies. 2010 Conference Proceedings of Selected Research and Development Paper Presentations, Anaheim, CA: Association for Educational Communications and Technology.
17. Sadaf, A., Newby, T. J., & Ertmer, P. A. (2011, November). Factors affecting pre-service teachers' intentions to use Web 2.0 technologies to supplement student learning in K-12 classrooms. *Proceedings of the Association for Educational Communications and Technology Annual Conference 2011* (pp. 216-223). Jacksonville, FL

18. Sadaf, A., & Newby, T.J. (2013, April). An empirical investigation of the factors that influence preservice teachers' intentions and integration of Web 2.0 technologies. *Proceedings of the Association for Educational Communications and Technology Annual Conference 2013* (pp. 188-194). Anaheim, CA.

d. Refereed journal articles

1. Newby, T.J.\* , Robinson, P.W., & Hill, R.D. (1980). Preferences of Mexican-American children for parents or television. *Journal of Psychology, 105*, 239-245.
2. Hill, R.D.\* , Larsen, W.A., Newby, T.J., & Robinson, P.W. (1981). The effects of environment on taste discrimination of bread spreads. *Journal of Advertising, 10*, 19-24.
3. Robinson, P.W.\* , Newby, T.J.\* , & Ganzell, S.L. (1981). A token system for a class of underachieving hyperactive children. *Journal of Applied Behavior Analysis, 10*, 307-315.
4. Newby, T.J.\* , & Robinson, P.W. (1983). Effects of grouped and individual feedback and reinforcement on retail employee performances. *Journal of Organization Behavior Management, 5*, 51-68.
5. Clark, D.C.\* , Smith, R.B., Newby, T.J., & Cook, V.A. (1985). Perceived origins of teaching behavior. *Journal of Teacher Education, 36*, 49-53.
6. Schmitt, M.C.\* , & Newby, T.J.\* (1986). Metacognition: Relevance to instructional design. *Journal of Instructional Development, 9*(4), 29-33.
7. Newby, T.J.\* , & Stepich, D.A.\* (1987). Learning abstract concepts: The use of analogies as a mediational strategy., *Journal of Instructional Development, 10*(2), 20-26.
8. Newby, T.J.\* , Cook, J.A., & Merrill, P.F. (1988). Visual mediational instruction: Reducing interference within visual and aural multiple-discrimination tasks. *Journal of Educational Psychology, 80*, 40-45.
9. Stepich, D.A.\* , & Newby, T.J.\* (1988). Analogical instruction within the information processing paradigm: Effective means to facilitate learning. *Instructional Science, 17*, 129-144.
10. Stepich, D.A.\* , & Newby, T.J.\* (1988). Analogizing as an instructional strategy. *Performance & Instruction, 27*(9), 21-23.
11. Snow, N.A.\* , & Newby, T.J.\* (1989). Ergonomically designed job aids. *Performance & Instruction, 28*(3), 26-30.
12. Newby, T.J. (1989). Increasing intrinsic motivational change within organizations. *Performance & Instruction, 28*(6), 36-41.
13. Newby, T.J.\* & Stepich, D.A.\* (1989). Designing instructions: Practical strategies. *Performance & Instruction, 28*(7), 49-50.
14. Stepich, D.A.\* , & Newby, T.J.\* (1989). Teaching concepts: A practical strategy. *Performance & Instruction, 28*(8), 47-48.
15. Newby, T.J.\* , & Stepich, D.A.\* (1989). Teaching rule using: A practical strategy. *Performance & Instruction, 28*(9), 36-37.
16. Stepich, D.A.\* , & Newby, T.J.\* (1989). Teaching problem solving: A practical strategy. *Performance & Instruction, 28* (10), 47-48.
17. Newby, T.J.\* , & Alter, P.A. (1989). Task motivation: Learner selection of intrinsic versus extrinsic orientations. *Educational Technology Research and Development, 37*, 77-89.

18. Ritchie, H.\* & Newby, T.J.\* (1989). Classroom lecture/discussion vs. live televised instruction: A comparison of effects on student performance, attitude, and interaction. *The American Journal of Distance Education*, 3(3), 36-45.
19. Newby, T.J.\* & Stepich, D.A.\* (1990). Teaching cognitive strategies: A practical strategy. *Performance & Instruction*, 29 (1), 44-45.
20. Stepich, D.A.\* & Newby, T.J.\* (1990). Teaching verbal information: A practical strategy. *Performance & Instruction*, 29(2), 44-45.
21. Newby, T.J.\* & Stepich, D.A.\* (1990). Teaching attitudes: A practical strategy. *Performance & Instruction*, 29(3), 48-49.
22. Stepich, D.A.\* & Newby, T.J.\* (1990). Teaching psychomotor skills: A practical strategy. *Performance & Instruction*, 29(4), 47-48.
23. Newby, T.J. (1991). Classroom motivation: Strategies of first-year teachers. *Journal of Educational Psychology*, 83, 195-200.
24. Zangari, C.\* & Newby, T.J. (1992). Computer use in the field of Communication Sciences and Disorders: What do beginning clinicians need to know? *Journal of Computer Users in Speech and Hearing*, 7, 338-356.
25. Newby, T.J.\* & Heide, A. (1992). The value of mentoring. *Performance Improvement Quarterly*, 5(3), 2-15.
26. Ertmer, P.A.\* & Newby, T.J.\* (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50-72.
27. Newby, T.J.\* & Ertmer, P. A., & Stepich, D. A. (1995). Instructional analogies and the learning of concepts. *Educational Technology Research & Development*, 43(1), 5-18.
28. Ertmer, P. A.\* & Newby, T. J.\* (1996). The expert learner: Strategic, self-regulated, and reflective. *Instructional Science*, 21(4), 1-24.
29. Ertmer, P. A.\* & Newby, T. J., & MacDougall, M. (1996). Students' approaches to learning from case-based instruction: The role of reflective self-regulation. *American Educational Research Journal*, 33(3), 719-752.
30. Newby, T. J.\* & Corner, J. (1997). Mentoring for increased performance: Foundations and methods. *Performance and Improvement*, 36(2), 11-15.
31. Newby, T. J.\* & Corner, J. (1997). Mentoring for increased performance: Benefits and key principles. *Performance and Improvement*, 36(4), 10-13.
32. Newby, T. J.\* & Corner, J. (1997). Mentoring for increased performance: Steps in the process. *Performance and Improvement*, 36(5), 6-10.
33. Provo, J.\* & Lamar, C., & Newby, T. (2002). Using a cross section to train veterinary students to visualize anatomical structures in three dimensions. *Journal of Research in Science Teaching*, 39(1), 10-34.
34. Wang, L.\* & Ertmer, P. A., & Newby, T. J. (2004). Increasing preservice teachers' self-efficacy beliefs for technology integration. *Journal of Research on Technology in Education*, 37(1), 231-244.
35. Yang, Y.\* & Newby, T. J., & Bill, R. L. (2005). Using Socratic questioning to promote critical thinking skills through asynchronous discussion forums in distance learning environments. *American Journal of Distance Education*, 19(3), 163-181.

36. Lai, F-Q,\* & Newby, T.\* (2005). 真实验性研究实例分析 [Case analysis of a true experimental study]. In F. Lee & H. H. Yang (Eds.), 计算机教育应用研究: 方法与案例 [Educational technology research: Methodology and case analysis] (pp. 20-30). Beijing, China: Beijing Jiaotong University Press.
37. Richardson, J.C\*. & Newby, T. (2006). Students' Cognitive Engagement and Online Learning. *The American Journal of Distance Education*, 20(1), 23-37.
38. Yang, Y.\*, Newby, T. J.\*, & Bill, R. L. (2008). Facilitating interactions through structured Web-based bulletin boards: A quasi-experimental study on promoting learners' critical thinking skills. *Computers & Education*, 50, 1572-1585.
39. Ottenbreit-Leftwich, A., Glazewski, K. & Newby, T. (2010). Preservice Technology Integration Course Revision: A Conceptual Guide. *Journal of Technology and Teacher Education*, 18(1), 5-33. Chesapeake, VA: AACE.
40. Ertmer, P. A., Richardson, J. C., Lehman, J. D., Newby, T. J., Cheng, C., Mong, C., & Sadaf, A. (2010). Peer feedback in a large undergraduate blended course: Perceptions of value and learning. *Journal of Educational Computing Research*, 43(1), 67-88.
41. Ottenbreit-Leftwich, A., Glazewski, K. D., Newby, T. J., & Ertmer, P. A. (2010). Teacher value beliefs associated with using technology: Addressing professional and student needs. *Computers and Education*, 55, 1321-1335.
42. Newby, T. J., Ertmer, P. A., & Kenney, E. (2010). The INSITE project: Engaging students in international team collaborations to create a Web 2.0 repository. Inaugural issue of the *International Journal of Designs for Learning*, 1(1), 1-18. Available online: <http://scholarworks.iu.edu/journals/index.php/ijdl/index>
43. Ertmer, P.A., Newby, T.J., Liu, W., Tomory, A., Yu, J.H., & Lee, Y.M. (2011) "Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations." *Educational Technology: Research & Development*, 59, 213-228.
44. Ertmer, P.A., Newby, T.J., Yu, J.H., Tomory, A., Lee, M.L., Sendurer, E., Sendurer, P (2011). Facilitating students' global perspectives: Collaborating with international partners using Web 2.0 technologies. *Internet and Higher Education*, 14, 251-261. doi:10.1016/j.iheduc.2011.05.005
45. Li, F. Q,\* & Newby, T. J\* (2012). Impact of static graphics, animated graphics and mental imagery on a complex learning task. *Australasian Journal of Educational Technology*, 28(1), 91-104. <http://www.ascilite.org.au/ajet/ajet.html>
46. Magana, A., Newby, T., & Brophy, S. (2012). Comparing novice and expert perceptions of interactive multimedia tools for conveying conceptions of size and scale. *Journal of Technology and Teacher Education*, 20(4), 441-465.
47. Sadaf, A., Newby, T. J., & Ertmer, P. A. (2012). Exploring pre-service teachers' beliefs about using Web 2.0 technologies in K-12 classroom. *Computer & Education*, 59, 937-945.
48. Sadaf, A., Newby, T. J., & Ertmer, P. A. (2012). Exploring factors that predict preservice teachers' intentions to use Web 2.0 technologies using Decomposed Theory of Planned Behavior. *Journal of Research on Technology in Education*, 45(2), 171-196.
49. Ertmer, P. A., & Newby, T. J. (2013, reprinted from original in 1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design



- perspective. *Performance Improvement Quarterly*, 26(2), 43-64. doi: 10.1002/piq.21143.
50. Ertmer, P. A., & Newby, T. J. (2013). Article update: Behaviorism, cognitivism, constructivism: Connecting “Yesterday’s” theories to today’s contexts. *Performance Improvement Quarterly*, 26(2), 65-71. doi: 10.1002/piq.21143.
  51. Newby, T. J., & Heide, A. (2013, reprinted from original in 1992). The value of mentoring. *Performance Improvement Quarterly*, 26(2), 141-154. doi: 10.1002/piq.21149
  52. Newby, T. J., & Wright, C. (2013). Article update: The value of mentoring, then and now. *Performance Improvement Quarterly*, 26(2), 155-158.
  53. Sadaf, A., Newby, T. J., & Ertmer, P. A. (2016). An investigation of the factors that influence preservice teachers’ intentions and integration of Web 2.0 tools. *Educational Technology Research and Development*, 64(1), 37-64.
  54. Koehler, A. A., Newby, T. J., & Besser, E. D. (2016). In the eye of the beholder: Using student narrative to explore memorable teachers. *Educational Review*, 69(2). <http://dx.doi.org/10.1080/00131911.2016.1176011>
  55. Sun, Y. Strobel, J., Newby, T. J. (2017). The impact of student teaching experience on pre-service teachers’ readiness for technology integration: A mixed methods study with growth curve modeling. *Educational Technology Research and Development*, 65(3), 597-629. <https://doi.org/10.1007/s11423-016-9486-x>
  56. Koehler, A. A., Newby, T. J., & Ertmer, P. A. (2017). Examining the role of Web 2.0 tools in supporting problems solving during case-based instruction. *Journal of Research on Technology in Education*, 49(3-4), 182-197. DOI: 10.1080/15391523.2017.1338167
  57. Cheng, Z., Watson, S.L., & Newby, T. J. (2018). Using open digital badges as goal facilitators: A case study. *TechTrends*, 62(2), 190-196.
  58. Koehler, A. A., Ertmer, P. A., & Newby, T. J. (2019). Developing pre-service teachers’ instructional design skills through case-based instruction: Examining the impact of discussion format. *Journal of Teacher Education*, 70(4), 319-334.
  59. Besser, E. D. & Newby, T. J. (2019). Exploring the role of feedback and its impact within a digital badge system from student perspectives. *TechTrends*, 63(4), 485-495. <https://doi.org/10.1007/s11528-019-00386-2>
  60. Newby, T. J. & Cheng, Z. (2020). Instructional digital badges: Effective learning tools *Educational Technology Research and Development*, 68, 1053-1067. <https://doi.org/10.1007/s11423-019-09719-7>
  61. Askeroth, J., & Newby, T. J., (2020). Digital Badge Use in Specific Learner Groups. *International Journal of Innovative Teaching and Learning in Higher Education*, 1(1), 1-15
  62. Cheng, Z., Richardson, J. C. & Newby, T. J. (2020). Using Digital Badges as Goal Setting Facilitators: A Multiple Case Study. *Journal of Computing in Higher Education*, 32(2), 406-428. <https://doi.org/10.1007/s12528-019-09240-z>
  63. Lim, J., & Newby, T. J. (2020). Preservice teachers’ Web 2.0 experiences and perceptions on Web 2.0 as a Personal Learning Environment. *Journal of Computing in Higher Education*, 32(2), 234-260. <https://doi.org/10.1007/s12528-019-09227-w>
  64. Besser, E.D., Newby, T.J. (2020) Feedback in a Digital Badge Learning Experience: Considering the Instructor’s Perspective. *TechTrends* 64, 484–497. <https://doi.org/10.1007/s11528-020-00485-5>
  65. Besser, E.D. & Newby, T.J. (2020). Impact of Performance Feedback for Effective use of Digital Badges. *Journal of Education and Learning* 10(3)

66. Koehler, A. A., Ertmer, P. A., & Newby, T. J. (accepted). Discussion facilitation strategies and design skill development: Examining the relationship. *Interdisciplinary Journal of Problem-Based Learning*
  67. Janakiraman, S., Watson, S. & Watson, W. R., & Newby, T. J., (2020). Exploring the effectiveness of digital games in producing attitudinal learning in environmental sustainability education: A mixed methods study. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2020.104043>
  68. Lim, J., & Newby, T. J. (2021). Preservice teachers' attitudes toward Web 2.0 personal learning environments (PLEs): Considering the impact of self-regulation and digital literacy. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10432-3>
  69. Duan, S., Exter, M. E., Newby, T. J., & Fa, B. (accepted). No impact? Long-term Effects of Applying the Best Possible Self-Intervention in a Real-World Undergraduate Classroom Setting. *International Journal of Community Well-Being*.
2. Invited lectures, conference presentations
- a. International and national conferences
    1. Hill, R.D., Newby, T.J., & Robinson, P.W. (1980). A comparison of familial, social, and material values between hyperactive and normal children. Paper presented at the *Ninth Annual National Conference of Family Research*. Provo, UT.
    2. Newby, T.J., Robinson, P.W., & Ganzell, S.L. (1981, August). Increasing academic performance in underachieving classes of elementary school children. Presented at the national conference of the *American Psychological Association*, Los Angeles, CA.
    3. Clark, D.C. & Newby, T.J. (1984, April). Origins of first year and student teaching behaviors. Presented at the national conference of the *American Educational Research Association*, New Orleans, LA.
    4. Clark, D.C. & Newby, T.J. (1984, March). The origins of teaching behaviors. Presented at the national conference of the *American Association of Colleges of Teacher Education*.
    5. Newby, T.J. (1988, April). Intrinsic and extrinsic motivational strategies of first-year teachers. Presented at the national conference of the *American Educational Research Association*, New Orleans, LA.
    6. Newby, T.J. (1990, March). Increasing effort and job performance through intrinsic motivation. Paper presented at the national conference of the *National Society of Performance and Instruction*, Toronto, Ontario.
    7. Newby, T.J., & Stepich, D.A. (1990, March). Instructional analogies: Why, when, and how. Paper presented at the national conference of the *National Society of Performance and Instruction*, Toronto, Ontario.
    8. Newby, T.J. (1991, February). Limited processing time and mnemonic effectiveness. Paper presented at the national conference of the *Association of Educational Communication and Technology*, Orlando, Florida.
    9. Newby, T. J., & Stepich, D.A. (1991, February). Instructional analogies and the learning of tangible and intangible concepts. Paper presented at the national conference of the *Association of Educational Communication and Technology*, Orlando, Florida.

10. Newby, T.J. & Stepich, D.A. (1991, April). Creating and using instructional analogies. Paper presented at the national conference of the *National Society of Performance and Instruction*, Los Angeles, California.
11. Mortlock, H.J., Johnsey, A.L., Newby, T.J., Tesoro, F., Morrison, G.R., Ross, S.A., & Wheat, N.H. (1991, April). Systematic evaluation. Paper presented at the national conference of the *National Society of Performance and Instruction*, Los Angeles, California.
12. Newby, T.J., Sherman, M., & Coffman, S.J. (1991, April). Instructional diagnosis: Effective open-ended faculty evaluations. Paper presented at the national conference of the *American Educational Research Association*
13. Stepich, D.A., & Newby, T.J. (1992, April). Creating analogies for instructional fun and profit. Paper presented at the national conference of the *National Society of Performance and Instruction*, Miami, Florida.
14. Bill, R., & Newby, T.J. (1992, November). Intrinsic motivation in the classroom: helping students to maintain their own enthusiasm after the novelty of the technology has waned. *Minnesota Education Computer Consortium (MECC)*, Minneapolis, Minnesota.
15. Stepich, D.A., & Newby, T.J. (1993, April). Invited encore presentation: Creating instructional analogies. Paper presented at the national conference of the *National Society of Performance and Instruction*, Chicago, Illinois.
16. Newby, T.J., & Stepich, D.A. (1993, June). Training with analogies. Paper presented at the *National Trainer's Conference of Productivity Point International*, Chicago, Illinois.
17. Lin, X., Newby, T.J., & Foster, T. (1994, February). Embedding metacognitive cues into hypermedia systems to promote far transfer of problem solving. Paper presented at the national convention of the *Association of Educational Communication and Technology*, Nashville, Tennessee.
18. Newby, T.J., & Stepich, D.A. (1994, February). Creating instructional analogies. Paper presented at the national convention of the *Association of Educational Communication and Technology*, Nashville, Tennessee.
19. Newby, T.J., Stepich, D.A., & Kearny, L. (1994, April). Creating and using graphic analogies. Paper presented at the annual conference of the *National Society of Performance and Instruction*, San Francisco, California.
20. Newby, T.J., Stepich, D.A., & Ertmer, P.A., (1994, April). Instructional analogies and the learning of concepts. Paper presented at the annual conference of the *American Educational Research Association*, New Orleans, Louisiana.
21. Ertmer, P. A., Newby, T. J., & MacDougall, M. (1995, February). Reflective self-regulation as a facilitative factor in learning from case-based instruction. Paper presented at the annual conference of the *Association of Educational Communication and Technology*, Anaheim, California.
22. Newby, T. J., Stepich, D. A., Lehman, J., and Russell, J. D. (1995, March). Integrating instructional design, media, and computers for preservice teachers. Paper presented at the annual conference of the *Society for Information Technology and Teacher Education*, San Antonio, Texas.
23. Kearny, L., Newby, T. J. & Stepich, D. A. (1995, March). Building bridges: Creating graphic analogies. Paper presented at the annual conference of the *National Society for Performance and Instruction*, Atlanta, Georgia.

24. Newby, T. J., & Stepich, D. A. (1995, March). Templates for the designing of instruction. Paper presented at the annual conference of the *National Society for Performance and Instruction*, Atlanta, Georgia.
25. PRISM Research Group (T. J. Newby — coordinator, P. A. Ertmer, C. S. Butcher, M. Dark, V. Leuck, M. E. MacDougall, J. Moreno, J. Provo). (February, 1996). A potpourri of teaching study strategies: Vignettes of do's and don'ts. Paper presented at the annual conference of the *Association for Educational Communications and Technology*, Indianapolis, Indiana.
26. PRISM Research Group (T. J. Newby — coordinator, P. A. Ertmer, C. S. Butcher, M. Dark, V. Leuck, M. E. MacDougall, J. Moreno, J. Provo). (February, 1996). Reflections on being research apprentices: A kaleidoscope of perspectives. Paper presented at the annual conference of the *Association for Educational Communications and Technology*, Indianapolis, Indiana.
27. Ertmer, P. A., & Newby, T. J. (1996, February). Students' views of case-based instruction: Exploring multiple perspectives. Paper presented at the annual conference of the *Association for Educational Communications and Technology*, Indianapolis, Indiana.
28. Newby, T. J., Stepich, D. A., Lehman, J., and Russell, J. D. (1996, March). Planning, implementing, and evaluating the pre-service computer integration learning experience. Paper presented at the annual conference of the *Society for Information Technology and Teacher Education*, Phoenix, Arizona.
29. Newby, T. J., & Lai, F. Q. (1996, March). Reaching for the next level of computer integration expertise. Paper presented at the annual conference of the *Society for Information Technology and Teacher Education*, Phoenix, Arizona.
30. Ertmer, P. A., & Newby, T. J. (1996, April). Learners' approaches to case-based instruction: The role of perceived value, learning orientation, and reflective self-regulation. Paper presented at the annual conference of the *American Educational Research Association*, New York City, New York.
31. PRISM Research Group (T. J. Newby — coordinator, P. A. Ertmer, C. S. Butcher, M. Dark, V. Leuck, M. E. MacDougall, J. Moreno, J. Provo). (April, 1996). An apprenticeship approach to inducting novices into research practice. Paper presented at the annual conference of the *American Educational Research Association*, New York City, New York.
32. Newby, T.J., Larson, D., & Stepich, D.A. (October, 1997). A clearing in the MSDS fog: Using analogies as a training tool. Paper presented at the annual *National Safety Council Congress and Exposition*, Chicago, Illinois.
33. Newby, T.J., Ertmer, P., Lai, F.Q., Stepich, D.A., & Kearney, L. (February, 1998). Impact of visual and textual analogies on learning science concepts. Paper presented at the annual conference of the *Association of Educational Communications and Technology*, St. Louis, Missouri.
34. Lai, F.Q., Newby, T.J., & Lehman, J.L. (February, 1998). A CAI tutorial: Using animation to teach Chinese radicals. Paper presented at the annual conference of the *Association of Educational Communications and Technology*, St. Louis, Missouri.
35. Lai, F.Q., & Newby, T.J. (February, 1998). Impact of static and animated graphics on learning Chinese radicals. Paper presented at the annual conference of the *Association of Educational Communications and Technology*, St. Louis, Missouri.

36. Lehman, J.D., Newby, T.J., & Ahn, C.J. (April, 1998). Distance learning models for in-service and pre-service education. Paper presented at the annual conference of the *Society for Information Technology and Teacher Education*, Washington, D.C.
37. Provo, J.A., Newby, T.J., & Lamar, C.H. (April, 1998). Spatial ability, gender, and the ability to visualize anatomy in three dimensions. Paper presented at the annual conference of the *American Educational Research Association*, San Diego, California.
38. Newby, T.J., & Yang, Carolyn (March, 2001). Does Distance Education Resolve The Current Problems of Education? Paper presented at the annual conference of the *Society for Information Technology and Teacher Education*, Orlando, Florida.
39. Newby, T.J., & Lyle, L. (April, 2002). Theories of Learning, Why Bother? Deriving Meaningful Applications from Traditionally Ivory Tower Sources. Paper presented at the annual conference of the *International Society for Performance Improvement*, Dallas, Texas.
40. Lai, F.Q., & Newby, T. J. (March, 2004). Design of Pre-Instruction for Assessment in a Multimedia Environment Based on Users' Characteristics. Paper to be presented at the annual conference of the *Society for Information Technology and Teacher Education*, Atlanta, Georgia.
41. Richardson, J.C. & Newby, T. (2004). Students' cognitive engagement in online learning environments: learning strategies and motivations. *EdMedia 2004 Conference*: Lugano, Switzerland.
42. Richardson, J.C. & Newby, T. (2004). The role of students' cognitive engagement in online learning. Annual Meeting of the *Association for Educational Communications and Technology*: Chicago, IL.
43. Richardson, J. C., & Newby, T. J. (2004). Students' cognitive engagement in online learning environments: Learning strategies and motivations. *EdMedia 2004*, Lugano, Switzerland
44. York, C., Ottenbreit-Leftwich, A., Richardson, J.C. & Newby, T. (2005, March). Exploring delivery options for delivery in a large technology integration lecture course for pre-service teachers. Proceedings from Society from Information Technology and Teacher Education International Conference, Phoenix.
45. Richardson, J.C. & Newby, T. (2005, April). *An investigation of students' cognitive engagement in online learning environments*: Learning strategies and Motivations. *American Educational Research Association Annual Meeting*: Montreal, Canada.
46. Ottenbreit-Leftwich, A., Richardson, J.C. & Newby, T. (2005, October). *Pre-service teachers: Development of perceptions and skills pertaining to technology integration*. Annual Meeting of the Association for Educational Communications and Technology: Orlando, FL.
47. Newby, T., Lai, F. Q., & Huang, D. (2005, October). *Effectiveness of verbal and pictorial analogies on learning science concepts within a multimedia environment* Annual Meeting of the Association for Educational Communications and Technology: Orlando, FL.
48. Richardson, J.C., Ertmer, P., Aagard, H., Lehman, J., Newby, T. & Campbell, J.. (2005, October). *Scaffolding Student Learning Through Peer-Rated Online Discussion*. Annual

- Meeting of the Association for Educational Communications and Technology: Orlando, FL..
49. Richardson, J.C. & Newby, T. (2005, November). *Developing scaffolds for student learning through peer-rated online discussion*. The 11th Annual Sloan-C International Conference on Asynchronous Learning Networks. Orlando, FL.
  50. Richardson, J.C., Ertmer, P., Aagard, H., Newby, T. & Lehman, J.. (2006). *Scaffolding Student Learning Through Peer-Rated Online Discussion*. American Educational Research Association Annual Meeting: San Francisco, CA..
  51. Ottenbreit-Leftwich, A., Newby, T. J. & Simons, K.D. (2007, April). *Perspectives on Technology as an Agent of Change*. American Educational Research Association Annual Meeting: Chicago, IL.
  52. Richardson, J.C., Ertmer, P., & Newby, T., & Lehman, J.. (2007, April). *Peer Feedback in Online Discussions: Can We Impact Students' Critical Thinking Skills?*. American Educational Research Association Annual Meeting: Chicago, IL.
  53. Richardson, J.C, Ertmer, P., Newby, T. & Lehman, J. (2007, October). *Using peer feedback in online discussions to improve critical thinking*. Annual Meeting of the Association for Educational Communications and Technology: Anaheim, CA.
  54. Ottenbreit-Leftwich, A., Glazewski, K., Newby, T., Ertmer, P. & Richardson, J.C. (2007, October). *What are the technology integration visions, strategies, and developmental process of expert technology-using teachers?* Annual Meeting of the Association for Educational Communications and Technology: Anaheim, CA.
  55. Ertmer, P. A. \*, Gedik, N., Richardson, J. C., Yang, D., & Newby, T. J. (2008, March). *Undergraduate students' perceptions of the value of online discussions: A comparison between education and engineering students*. Annual meeting of the Society for Information Technology & Teacher Education. Las Vegas.
  56. Leftwich, A. T., Glazewski, K., Newby, T., & Ertmer, P.A. (2008, March). *Visions, strategies, and developmental processes of exemplary technology-using teachers*. Annual meeting of the Society for Information Technology & Teacher Education. Las Vegas.
  57. Newby, T. J. (2008, May). *Key Note Address: Strategic selection and implementation of technology within language learning*. The 2008 International Symposium on Research and Application of Educational Technology in Foreign Language Education. Yantai, China.
  58. Richardson, J.C., Ertmer, P., Lehman, J. & Newby, T. (2008). *Students' perceptions of various instructional strategies in online discussions*. The 14th Annual Sloan-C International Conference on Asynchronous Learning Networks: Orlando
  59. Magana, A., Brophy, S., & Newby, T. J. (2008, June). *Scaffolding student's conceptions of logical and proportional scale cognition with analogies and metaphors*. Annual meeting of the American Society for Engineering Education, Pittsburg, PA.
  60. Newby, T. J., & Li, F. Q. (2008, July). *Instructional graphics: Effectiveness of single versus gradient static graphics*. Ed Media. Vienna, Austria.

61. Ertmer, P. A., Gedik, N. T., Richardson, J., & Newby, T. J. (2008, July). *Perceived value of online discussions: Perceptions of engineering and education students*. Ed Media. Vienna, Austria.
62. Eisert, D., Arnold, K., Newby, T., O'Shea, K. (2009, January). INSITE: International Network of Students Investigating Technologies for Education. EDUCAUSE Learning Initiative (ELI) Annual Meeting. Orlando, Florida.
63. Magana, A., Brophy, S., & Newby, T. J. (2009, March). *Pre-service teachers' perceptions of web-based instructional media: Three different tools one learning goal*. Paper to be given at the annual meeting of the Society for Information Technology & Teacher Education. Charleston, S.C. This paper was awarded the "Outstanding Paper Award."
64. Ertmer, P.A., Newby, T.J., Liu, W., Tomory, A., & Yu, J.H. (2009, October). *Using Web 2.0 applications to engage students in international experiences*. Annual Meeting of the Association for Educational Communications and Technology: Louisville, KY.
65. Ertmer, P.A., Newby, T.J., Liu, W., Tomory, A., Yu, J.H., & Arnold, K. (2010, April). Transforming students' international experiences through the use of Web 2.0 tools. American Educational Research Association Annual Meeting: Denver, CO.
66. Ertmer, P. A., Richardson, J. C., Lehman, J. D., Newby, T. J., Cheng, X., Mong, C., & Sadaf, A. (2010, May). Peer feedback in online discussions: Impact on self-regulation. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO
67. Ertmer, P. A., Newby, T. J., Yu, J. H., Liu, W., Tomory, A., & Lee, Y. M. (2010, October). Facilitating students' global perspectives: Collaborating with international partners using Web 2.0 technologies. Paper presented at the annual meeting of the Association for Educational Communications and Technology. Anaheim, CA
68. Ertmer, P. A., Newby, T. J., Yu, J. H., Liu, W., Tomory, A., Lee, Y. M., Sendurur, E., & Sendurur, P. (2011, March). Facilitating students' global perspectives: using Web 2.0 technologies to collaborate with international Partners. Paper presented at the Red-Conference (Rethinking education in the knowledge society). Ascona, Switzerland.
69. Sadaf, A., Newby, T., & Ertmer, P. A. (2011, April). Investigating pre-service teachers' views and intentions to use web 2.0 tools using decomposed theory of planned behavior. Accepted for presentation at American Educational Research Association Annual Meeting: New Orleans, Louisiana.
70. Chen, X., & Newby, T. J. (2011, May). INSITE: An exemplary project of technology integration and international collaboration in teacher preparation. Paper presented at the SICET Conference (Hangzhou, China).
71. Chen, X., & Newby, T. (2011, November). INSITE: An exemplary project of technology integration and international collaboration in teacher preparation. Paper presented at the 34th annual convention of Association for Education, Communication and Technology (AECT), Jacksonville, FL.
72. Sadaf, A., Newby, T. J., & Ertmer, P. A. (2011, November). Factors affecting pre-service teachers' intentions to use Web 2.0 technologies to supplement student learning in K-12

- classrooms. Paper presented at the 34th annual convention of Association for Education, Communication and Technology (AECT), Jacksonville, FL
73. Sadaf, A., Newby, T. J., & Ertmer, P. A. (2012, November). Pre-service teachers' beliefs about using Web 2.0 technologies: An exploratory study. Paper presented at the 35<sup>th</sup> annual convention of Association for Education, Communication and Technology (AECT), Louisville, KY.
  74. Chen, X. & Newby, T. J. (2012, November). Virtual collaboration: Lessons learned in a case of pre-service teachers participating in cross-cultural teams. Paper presented at the 35<sup>th</sup> annual convention of Association for Education, Communication and Technology (AECT), Louisville, KY.
  75. Newby, T. J. & Chen, X. (2012, August). Using Web 2.0 tools to create international collaboration experiences. Plenary session paper presented at the *International Conference of Educational Innovation through Technology (EITT)* of the Society of International Chinese in Educational Technology, Beijing, China.
  76. Newby, T. J. & Chen, X. (2012, August). IMPACT: Transforming large lectures to student-centered learning experiences. Paper presented at the *International Conference of Educational Innovation through Technology (EITT)* of the Society of International Chinese in Educational Technology, Beijing, China.
  77. Newby, T. J., & Koehler, A. (2013, March). In the eye of the beholder: using student narrative to explore exceptional teaching. Paper presented at the Intellectbase International Consortium Academic Conference, Bangkok, Thailand.
  78. Sadaf, A., & Newby, T. J. (2013, April). Transforming intentions into actions: Investigating factors that influence preservice teachers' use of Web 2.0 technologies. Paper presented at the annual convention of the American Educational Research Association Annual Meeting: San Francisco, CA.
  79. Van Barneveld, A., Ertmer, P. A., & Newby, T. J. (2013, May). Preparation and lessons learned from the first year of new online graduate program in Learning Design and Technology. Paper to be presented at the Canadian network for Innovation in Education 2013 Conference, Ottawa, Canada.
  80. Yu, J. H., Newby, T. J., Koehler, A., & Besser, E. (2013, October). Enhancing pre-service teachers' engagement in a technology-supported flipped classroom. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Anaheim, CA.
  81. Sadaf, A., & Newby, T. J. (2013, October). An investigation of the factors that influence preservice teachers' intentions and actual integration of Web 2.0 technologies. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Anaheim, CA.



82. Sadaf, A. & Newby, T.J. (2014, March). Moving from intentions to practice: Exploring pre-service teachers' Web 2.0 technology integration. Paper presented at SITE, Jacksonville, FL.
83. Yu, J. H., & Newby, T. J. (2014, April). The relationship between satisfaction, learning engagement, reflective learning experiences, and intention to transfer learning within a flipped teacher education program: A path analysis. Paper presented at the annual convention of the American Educational Research Association (AERA), Philadelphia.
84. Yu, J. H., Newby, T. J. (2014, October). The relationship between satisfaction, learning engagement, reflective learning experiences, and intention to transfer learning within a flipped teacher education program: A path analysis. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Jacksonville, FL.
85. Randall, D. L., West, R., Hickman, G. R., Newby, T., Borup, J., & Haskell, C. (2014, October). Implementing open badges in four preservice teacher education programs: Challenges, lessons, and opportunities. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Jacksonville, FL.
86. Sadaf, A., & Newby, T.J. (2015, April). Exploring pre-service teachers' intention-behavior relationship of using Web 2.0 tools: A mixed methods study. Paper presented at AERA, Chicago, IL.
87. Newby, T.J. (2015, June). Impact and lessons learned from integrating digital badges in a large lecture pre-service teacher course. Paper presented at EdMedia 2015, Association for the Advancement of Computing in Education, Montreal Canada.
88. Newby, T. J. (2015, June). Creating and issuing digital badges using Purdue's Passport. Paper presented at EdMedia 2015, Association for the Advancement of Computing in Education, Montreal Canada.
89. Watson, W., Watson, S., Newby, T. (2015, Nov.). Piecing together the puzzle of higher education: Debundling education with digital badges and micro-courses for customized, competency-based learning. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Indianapolis, IN.
90. Randall, C. L., West, R., Newby, T. J., Haskell, C. (2015, Nov.). Implementing open badges in three preservice teacher education programs: Challenges, lessons, and opportunities. Panel discussion presented at the annual convention of the Association for Education Communication and Technology (AECT), Indianapolis, IN.
91. Newby, T. J., Besser, E., Beese, E., & Wright, C. (2015, Nov.). Passport to creating and issuing digital badges in teacher education. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Indianapolis, IN.
92. Newby, T. J. (2016, May). Instructional digital badges in an online masters degree program: Value of micro-credentials. Paper presented at the Colloquium on Online &

Distance Education, Athens Institute for Education and Research (ATINER), Athens, Greece.

93. Newby, T. J., Heo, D., Cheng, Z., & Zywicki, C. (2016, October). Impact of digital badges on perceptions and performance in a large educational technology course for pre-service teachers. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Las Vegas, NV.
94. Newby, T. J., Cheng, Z., Heo, D. (2016, October), Implementation of open digital badges within an online masters program: Lessons learned. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Las Vegas, NV.
95. Yu, J. H., & Newby, T. J. (2016, October). Learning with social media: Information assessment and content creation. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Las Vegas, NV.
96. Peck, K., Newby, T.J., Buzzard, J., Moore, K., & Perea, B. (2017). Issuing Organizations: Innovators using digital credentials and badges for academic and co-curricular credentials. Panel presentation at the Summit on Digital Credentials and Badges, IMS Global Learning Consortium, Orlando, FL.
97. Peck, K., West, R., Newby, T., Gamrat, C., Wang, N., & Randall, D. (2017, November). Digital microcredentials and the systemic reform of teacher professional development. Panel presentation at the annual convention of the Association for Education Communication and Technology (AECT), Jacksonville, FL.
98. Newby, T., & Cheng, Z. (2017, November). Using open digital badges to enhance technology integration in pre-services teacher education. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Jacksonville, FL.
99. Besser, E. & Newby, T. (2017, November). Mastering feedback using digital badges: A case study of preservice teachers. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Jacksonville, FL.
100. West, R., Clements, K, Hunsaker, E., Newby, T., Cheng, Z., Peck, K., Gamrat, C., Mims, C., & Randall, D. (2017, November). AECT open badges committee: Expanding the use of microcredentials throughout AECT. Paper presented at the annual convention of the Association for Education Communication and Technology (AECT), Jacksonville, FL.
101. Koehler, A. A., & Newby, T.J., (2018, April). Examining the Impact of Discussion Format: Developing Pre-Service Teachers' Instructional Design Skills through Case-Based Instruction. Paper to be presented at American Educational Research Association (AERA), New York City, NY.
102. Lim, J. , & Newby, T. J. (2018, April). Students' Web 2.0 Experiences and Perceptions on Web 2.0 as a Personal Learning Environment. Paper to be presented at American Educational Research Association (AERA), New York City, NY.

103. Koehler-Blair, A., Newby, T. J., & Ertmer, P. A. (2018, November) Case-based instruction discussion format and the development of design skills. Paper to be presented at the annual convention of the Association for Education Communication and Technology (AECT), Kansas City.
  104. Cheng, Z., Richardson, J. C. & Newby, T. J (August 2019). Chicago, IL. Using open digital badges as goal setting facilitators: A multiple case study. American Psychological Association 2019. .
  105. Cheng, Z., Richardson, J. & Newby, T. J. (October 2019). Las Vegas, NV. Supporting Pre-Service Teachers' Goal-Setting with Digital Badges. 2019 Association for Educational Communication and Technology (AECT) International Convention
  106. Duan, S., Exter, M., & Newby T. J. (October 2020). Online. Effects of Applying the Best Possible Selves Intervention in an Authentically Pre-service Teacher program. 2020 Association for Educational Communication and Technology (AECT) International Convention.
  107. Janakiraman, S., Watson, S. L., Watson, W., & Newby T. J. (October 2020). Online. Effectiveness of Digital Games in Producing Environmentally Friendly Attitudes and Behaviors: A Mixed Methods Study. 2020 Association for Educational Communication and Technology (AECT) International Convention.
  108. Duan, S., Exter, M., & Newby, T. (October 2021). In their ideal future, are preservice teachers willing to embrace technology in their teaching? 2021 Association for Educational Communication and Technology (AECT) International Convention.
  109. Duan, S., Exter, M., & Newby, T. (October 2021). Effect of Best Possible Self Writing Activities on Preservice Teachers' Attitudes towards Technology Integration. 2021 Association for Educational Communication and Technology (AECT) International Convention.
  110. Duan, S., Watson, S., Exter, M., & Newby, T. (October 2021). Novice Instructional Designers' Attitudes towards the Best Possible Self Activity and the Correlation with Personality and Subjective Well-Being. 2021 Association for Educational Communication and Technology (AECT) International Convention.
3. Involvement in graduate research programs
    - a. Chairperson of Ph.D. dissertations
      1. Stepich, D. A. The effects of analogies on the comprehension of tangible and intangible concepts. Unpublished doctoral dissertation, Purdue University, 1989. See journal publication #9.
      2. Sherman, M. Selected memory strategies of fifth and seventh grade students on school-based tasks. Unpublished doctoral dissertation, Purdue University, 1991.
      3. Tesoro, F. M. The measurement of continuous improvement model for training program evaluation. Unpublished doctoral dissertation, Purdue University, 1991.
      4. Nwagbara, C. I. Effects of the relevance component of the ARCS Model of motivational design. Unpublished doctoral dissertation, Purdue University, 1993.

5. Lin, X. Providing metacognition experience through a hypermedia environment: A study of college students problem solving and transference in biology. Unpublished doctoral dissertation, Purdue University, 1993 (co-chair).
6. Ertmer, P. A. Learning from case-based instruction: The role of perceived value, learning orientation, and reflective self-regulation. Unpublished doctoral dissertation, Purdue University, 1995. See journal publications #28 and #29.
7. Lai, F. A. Impact of graphic aids in electronic texts on learning Chinese radicals: Implications of the dual coding theory. Unpublished doctoral dissertation, Purdue University, 1997.
8. Moreno, J. Elementary school teachers' development of pedagogical content knowledge for teaching with computers. Unpublished doctoral dissertation, Purdue University, 1999.
9. Johnson, T. J. Using a computer simulation as a cognitive tool: A case study of the use and cognitive effects of *Indentibater Ineractus* for the development of microbial identification strategies by college biology students. Unpublished doctoral dissertation, Purdue University, 1999.
10. Bonhomme, M. S. Faculty compensation for teaching and for being trained to teach a course via a media-based distance education system. Unpublished doctoral dissertation, Purdue University, 2000.
11. Karban, R. Jr. The effects of intensification pressure, gate velocity, and intermediate shot velocity on the internal quality of aluminum die castings. Unpublished doctoral dissertation, Purdue University, 2000.
12. Lewandowski, J. Stepping off the sidewalk: An examination of the data collection techniques of web sites visited by children. Unpublished doctoral dissertation, Purdue University, 2002. Lewandowski, J. L. (2003). Stepping off the sidewalk: An examination of the data collection techniques of websites visited by children. *Journal of School Violence*, 2(1), 19-62.
13. Yang, C. Use of structured web-based bulletin board discussions with Socratic questioning to enhance students' critical thinking skills in distance education. Unpublished doctoral dissertation, Purdue University, 2002. See journal articles submitted for publication (B.2.b.).
14. Fadde, P. Interactive video training of perceptual decision making in the sport of baseball. Unpublished doctoral dissertation, Purdue University, 2002.
15. Whitesel, J. Instruction on using on-line help and its impact on computer novices' ability to complete unfamiliar computer tasks. Unpublished doctoral dissertation, Purdue University, 2002.
16. Choy, D. The effectiveness of applying structured writing principles to facilitate recall of complex training materials. Unpublished doctoral dissertation, Purdue University, 2003.
17. Wang, L. Impact of vicarious learning experiences and goal setting on preservice teachers' self-efficacy for technology integration. Unpublished doctoral dissertation, Purdue University, 2003. See journal publication #34.
18. O'Connor, D. L. W. (2004). Measuring shared understanding of task-specific knowledge in slower-paced, non-emergency decision-making teams: A case study of shared mental models in United States Navy Personnel Qualification Standards (PQS) teams. Unpublished doctoral dissertation, Purdue University, 2004.

19. Mohler, J. L. (2006). Examining the special ability phenomenon from the student's perspective. Unpublished doctoral dissertation, Purdue University, 2006.
20. Huang, W. (2006). The interaction effect between instructional methods and instructional multimedia: A cognitive load approach. Unpublished doctoral dissertation, Purdue University, 2006.
21. Connolly, P. E. (2007). A comparison of two forms of spatial ability development treatment. Unpublished doctoral dissertation, Purdue University, 2007.
22. Mooney, M. E. (2007). Computer anxiety and web-based course management systems: Does design matter? Unpublished doctoral dissertation, Purdue University, 2007.
23. Ottenbreit-Leftwich, A. T. (2007). Expert technology-using teachers; Visions, strategies, and development. Unpublished doctoral dissertation, Purdue University, 2007.
24. Liu, W. (2012). Teacher social capital and student achievement: impact of a cyber-enabled teacher professional development program.
25. Sadaf, A. (2013). Investigating the factors that influence pre-service teachers' intentions and practice to use Web 2.0 technologies in a classroom.
26. Aagard, H. (2014). The effects of a humorous instructional video on motivation and learning.
27. Yang, S. (2015). Co-chair with Victoria Walker. Incorporating interactive electronic storybooks into shared reading programs by kindergarten teachers: A multiple case study
28. Koehler, A. (2015). Developing pre-service teachers' instructional design skills through case-based instruction: Examining the impact of discussion format and use of Web 2.0 tools. Winner of the 2015 Graduate School Excellence in Teaching Award.
29. Besser, E. (2016). Exploring the role of feedback and its impact within a digital badge system from multiple perspectives: A case study of preservice teachers.
30. O'Brien-Tomory, A. J. (2016). A study on the benefits for nontraditional commuter students of supplemental screencasts in a traditional lecture setting. Co-chair with Sunnie Watson.
31. Coulthard, G. J. (2016). A descriptive case study: Investigating the implementation of web based, automated grading and tutorial software in a freshman computer literacy course.
32. Arnold, K. (2017). The effects of educational technology usage profiles and legally protected bio-demographic data on behaviorally-based predictive student success modules in learning analytics: An exploratory study.
33. Zureck, S. (2017). Formative research on an instructional design theory for fostering self-efficacy through gamification.
34. Nemelka, B. (2018). College readiness and digital badges: A middle school approach.
35. Heo, D. (2019). Learning transfer in the differentiation using the chain rule and its relationship to motivation and performance.
36. Cheng, Z. (2019). Open digital badges: A solution to improve learning performance and facilitate goal-setting.
37. Askeroth, J. (2020). Online learning through emerging innovations and platforms: Digital badges and MOOCs.

- b. Current chairperson or co-chair of 2 Ph. D. and serve on an additional 4 Ph.D. committees
  - c. Current chair of over 40 online Masters committees and serve on many additional online Masters committees.
4. Research and/or training grants
- a. Recent awards as principal or co-principal investigator:
    1. Agency/Title: Purdue Research Foundation: *Teacher technology training and integration: Can students provide the missing piece?*  
Duration of funding: July 1997 –June 1998  
Total amount of award: \$11,666) plus fee remission  
Role: PI, faculty mentor for grad student completing the project  
Responsible for \$11,666 of total funding
    2. Agency/Title: Purdue Research Foundation: *Teacher technology training and integration: Can students provide the missing piece?*  
Duration of funding: July 1998 –June 1999  
Total amount of award: \$11,666) plus fee remission  
Role: PI, faculty mentor for grad student completing the project  
Responsible for \$11,666 of total funding
    3. Agency/Title: Purdue Research Foundation: *Asynchronous On-Line Discussions: Facilitating Critical Thinking Skills Within Traditional and Distance Learning Environments*  
Duration of funding: July 2001 –June 2002  
Total amount of award: \$13,140) plus fee remission  
Role: PI, faculty mentor for grad student completing the project  
Responsible for \$13,140 of total funding
    4. Agency/Title: Purdue Research Foundation: *Asynchronous On-Line Discussions: Facilitating Critical Thinking Skills Within Traditional and Distance Learning Environments*  
Duration of funding: July 2002 –June 2003  
Total amount of award: \$13,140) plus fee remission  
Role: PI, faculty mentor for grad student completing the project  
Responsible for \$13,140 of total funding
    5. Agency/Title: Department of Curriculum and Instruction, *Mini P3T3 grant -- Integrating technology to create a virtual classroom experience within a traditional large-lecture teacher education course*  
Duration of funding: May 2003 – June 2004  
Total amount of award: \$2,500  
Role: PI  
Responsible for \$2,500 of total funding
    6. Agency/Title: Department of Curriculum and Instruction, *Online course development grant – Learning Theories for Instructional Designers*  
Duration of funding: May 2004 – June 2004

Total amount of award: \$6,560

Role: PI

Responsible for \$6,560 of total funding

7. Agency/Title: Continuing Education, Purdue University, *Online course development grant – EDCI 270 as a distance education course*

Duration of funding: May 2005 – December 2007

Total amount of award: \$6,560

Role: PI

Responsible for \$6,560 of total funding

8. Agency/Title: Purdue University, *Instructional Computing Fund Allocation*

Duration of funding: Fall 2004

Total amount of award: \$5,090.88

Role: PI

Responsible for \$5,090.88 of total funding

9. Agency/Title: Purdue Research Foundation: *Exemplary Technology-Using Teachers as a Model: Strategies, Factors, and Developmental Processes*

Duration of funding: July 2006 – June 2007

Total amount of award: \$15,292 plus fee remission

Role: PI, faculty mentor for grad student completing the project

Responsible for \$15,292 of total funding

10. Agency/Title: TLT Digital Content Development grant: *Increasing Student Participation and Cognitive Engagement Within Large Lecture Courses Using a Case Based Repository*

Duration: January 2006 – December 2006

Total amount of award: \$14,870

Role: PI

Responsible for \$14,870

11. Agency/Title: Purdue University, *Instructional Equipment/Materials Fund*

Duration of funding: Fall 2006

Total amount of award: \$2553.00

Role: PI

Responsible for \$2553.00 of total funding

12. Agency/Title: Purdue University, *Instructional Equipment/Materials Fund*

Duration of funding: Fall 2007

Total amount of award: \$4280.00

Role: PI

Responsible for \$4280.00 of total funding

13. Agency/Title: Purdue University, *Instructional Equipment/Materials Fund*

Duration of funding: Fall 2008

Total amount of award: \$5320.00

Role: PI

- Responsible for \$5320.00 of total funding
14. Agency/Title: Purdue University, *Study Abroad and International Learning Grant*  
Duration of funding: August 2008-May 2009  
Total amount of award: \$7000.00  
Role: PI  
Responsible for \$7000.00 of total funding
15. Agency/Title: Purdue University, The Teaching Academy Educational Grant  
Duration of funding: November 2008-October 2009  
Total amount of award: \$1491.00  
Role: PI  
Responsible for \$1491.00 of total funding
16. Agency/Title: Purdue University, International Programs Travel Grant  
Duration of funding: May 2009 - August 2009  
Total amount of award: \$8840.00  
Role: PI  
Responsible for \$8840.00 of total funding
17. Agency/Title: Purdue University, Office of the Provost Program for Instructional Innovation  
Duration of funding: February 2009-April 2010  
Total amount of award: \$68,500  
Role: PI  
Responsible for \$10,000 of total funding
18. Agency/Title: Purdue University, Office of the Provost Program for Instructional Innovation  
Duration of funding: February 2009-April 2010  
Total amount of award: \$37,595  
Role: PI  
Responsible for \$37,595 of total funding
19. Agency/Title: Purdue University, International Programs Workshop Grant  
Duration of funding: January 2010 - December 2012  
Total amount of award: \$5000.00  
Role: PI  
Responsible for \$5000.00 of total funding
20. Agency/Title: Purdue University's Digital Content Development Grant: *International Team Problem Solving Within a Large Lecture Course: A Project-Based Learning Experience Using Web 2.0 Applications*  
Duration of funding: April 2009 –April 2010  
Total amount of award: \$15,000  
Role: PI  
Responsible for \$15,000
21. Agency/Title: Purdue University's ITaP Faculty Scholar Program Award



Duration of funding: June 2009 –June 2010

Total amount of award: one month's salary

Role: PI

Responsible for one month's salary

22. Agency/Title: Purdue University, The Teaching Academy Educational Grant

Duration of funding: June 2011-December 2011

Total amount of award: \$1500.00

Role: PI

Responsible for \$1500.00 of total funding

23. Agency/Title: Purdue University, IMPACT Award

Duration of funding: January 2012 –December 2012

Total amount of award: \$10,000

Role: PI

Responsible for \$10,000

24. Agency/Title: National Science Foundation, ITEST strand: *Teachers & Researchers Advancing Innovative Lessons in STEM (TRAILS)*.

Duration of funding: 2017-2019

Total amount of award: \$560,360

Role: Co-PI, Project evaluator

25. Agency/Title: Purdue University, Instructional Innovations Grant. *Animated Whiteboard Mini-Lectures for Flipped Classrooms*.

Duration of the funding: 2016-2018

Total amount of award: \$55,618

Role: Co-PI

Responsible for: \$27,809

B. Recent awards as a member of the investigative/development team:

1. Agency/Title: Discovery Learning Center Seed Grant: *Socially constructed knowledge in online learning environments: Student scaffolding strategies and peer feedback in discussions*

Duration: January 2004 – December 2004

Total amount of award: \$17,231

Role: conduct pilot study

Responsible for \$0

2. Agency/Title: Fund for the Improvement of Post-secondary Education (FIPSE): *Increasing access to quality learning through effective use of peer feedback in online discussions*

Duration of funding: January 2007 –December 2009

Total amount of award: \$497,135

Role: coordinate and teach the pilot study course (EDCI 270)

Responsible for \$0 of total funding

3. Agency/Title: Provost's Program for Instructional Innovation: *Purdue center for serious games and virtual learning environments.* .  
Duration of funding: March 2008 –May 2009  
Total amount of award: \$75,829  
Role: Co-PI  
Responsible for \$25,275 of total funding
4. Agency/Title: Purdue University International Programs Travel Grant for developing Educational Technology collaborations in Korea .  
Duration of funding: March 2009 –August 2009  
Total amount of award: \$8,805  
Role: Co-PI  
Responsible for \$0.00
5. Agency/Title of Grant: National Science Foundation, ITEST strand. Teachers & Researchers Advancing Innovative Lessons in STEM (TRAILS).  
Duration of funding 2015-2019  
Total amount of award: \$560,360  
Role: Co-PI, Project evaluator
6. Agency/Title of Grant: National Science Foundation, ITEST strand. Troubleshooting & Safety Simulator for Wind Turbine Technician Education.  
Duration of funding 2017-2019,  
Responsible for ~45K. with Jennifer Richardson  
Role: Project evaluator
7. Agency/Title of Grant: National Science Foundation, RET strand. RET SITE: Simulation and Visualization Technologies for Innovative Industrial Solutions.  
Duration of funding 2019-2024  
Total amount of award: \$592,681  
Role: Project evaluator
8. Agency/Title of Grant: Indiana Governor's Emergency Education Relief Fund. Becoming an Online Teacher Even When I Didn't Sign Up For It.  
Duration of funding Sept. 2020-Sept. 2022  
Total amount of award: \$1,548,823  
Role: Principal Investigator

## **B. LEARNING**

1. Courses taught in the last three years
  - EDCI 270 Introduction to Educational Technology and Computing**
  - EDCI 560 Educational Technology for Teaching and Learning**
  - EDCI 573 Instructional Development Practicum**
  - EDCI 670 Educational Technology Integrated Project**

**EDCI 695 Internship in Education**

2. Administrative course responsibility

**EDCI 270 Introduction to Educational Technology and Computing**

Responsibility for all computer labs sections (8) and their coordinated delivery of lab projects and information. This requires the use of 6+ Graduate Teaching Assistants.

**EDCI 560 Educational Technology for Teaching and Learning**

Responsibility for creating the online 560 course, developing all course related badges.

**EDCI 573 Instructional Development Practicum**

Responsibility for establishing student practicum experiences with various educational organizations and training departments (e.g., AT & T, Caterpillar, Eli Lilly, Great Lakes Chemical, Purdue University, St. Elizabeth Medical Center, Subaru Indiana, Wabash National, and TRW), assigning students, monitoring their progress, and grading their projects. These responsibilities include being the “lead” instructor for the MS online program that consistently has 3 sections of this course occurring each semester (including summers).

3. Contributions to course and curriculum development

a. Designed and developed the following online courses:

**EDCI 270 Introduction to Educational Technology and Computing**

**EDCI 560 Educational Technology for Teaching and Learning**

**EDCI 573 Instructional Design Practicum**

b. Designed and develop the following courses:

**EDCI 270 Introduction to Educational Technology and Computing**

**EDCI 674 Advanced Instructional Design Theory**

**EDCI 675 Instructional Strategies**

**EDCI 588 Instructional Design and Motivation**

b. Redesigned the following courses:

**EDCI 531 Learning Theories and Instructional Design**

**EDCI 573 Instructional Development Practicum**

**EDCI 577 Strategic Assessment and Evaluation**

c. Design and implementation of the Learning Design and Technology Online MS program

4. Recognition received from students and other impact on students

a. New course/instructor evaluation implemented Fall 2020

Questions about the <u>course</u>	EDCI 270 Fall 2020 – Section 010 Response Rate: 78/98	EDCI 270 Fall 2020 – Section SC1 Response Rate: 65/80
	Group Median	Mean Group Median
... activities are well prepared.	4.61	4.78
...assignments aid in achieving objectives	4.59	4.79
... projects and labs aid in achieving objectives	4.53	4.73
... exams aid in achieving objectives	4.45	4.64

Questions about the <u>instructor</u>	EDCI 270 Fall 2020 – Section 010 Response Rate: 78/98	EDCI 270 Fall 2020 – Section SC1 Response Rate: 65/80
	Group Median	Group Median
... clearly explains material.	4.50	4.76
...open to my questions and effectively answers them.	4.27	4.54
...cares that I learned the material.	4.61	4.61
...willingly makes time to help.	4.31	4.31
...is fair and consistent in evaluating.	4.43	4.48
...created a welcoming and inclusive environment.	4.51	4.57

b. Traditional Purdue Instructor and Course Evaluation Service (PICES) Report for the past 3 years

The following are median scores based on a 5 point scale (5= Excellent; 4 = Good; 3 = Fair; 2 = Poor; and 1 = Very Poor). These ratings are for the two course items only (CORE 1: Overall, I would rate this course as: 1 2 3 4 5 and CORE ITEM 2: Overall, I would rate this instructor as: 1 2 3 4 5)

COURSE	DATE	N	CORE 1: COURSE RATING	CORE 2: INSTRUCTOR RATING
EDCI 270	5/20	28/49	Pandemic Rating not included - written comments only	Pandemic Rating not included - written comments only
EDCI 270	5/20	20/52	Pandemic Rating not included - written comments only	Pandemic Rating not included - written comments only
EDCI 573	Summer 20	5/11	5.0	5.0
SA 10408 003	5/19	3/4	4.3	4.3
EDCI 270	5/19	49/67	4.0	4.2
EDCI 270	5/19	54/61	3.8	4.3
EDCI 270 (online)	Summer 19	10/19	3.8	3.9
EDCI 560	Summer 19	7/13	4.9	5.0
EDCI 573 (online)	Summer 19	9/15	4.8	5.0
EDCI 270	12/19	58/77	3.5	4.0
EDCI 270	12/19	71/83	3.9	4.4
EDCI 270	5/18	53/61	3.9	4.4
EDCI 270	5/18	32/71	3.9	4.2
EDCI 560	Summer 18	9/11	4.8	4.6
EDCI 573 (online)	Summer 18	13/16	4.9	4.9
EDCI 270	12/18	69/82	4.2	4.6

EDCI 270	12/18	78/95	4.0	4.4

5. Other evidence of teaching excellence.

- a. 2010, Purdue University, Class of 1922 Helping Students Learn Award (with Peg Ertmer)
- b. 2010-2011, Purdue University, COE, Online Teaching Workshop development (2010) and delivery (2011).
- c. 2008, Inducted into Purdue University's Book of Great Teachers
- d. 2007, Charles B. Murphy Award for Outstanding Undergraduate Teaching.
- e. 2006, Fellow of the Purdue University Teaching Academy
- f. 2006 College of Education, *Outstanding Teaching Award*.
- g. 2006 Department of Curriculum and Instruction, *Outstanding Teaching Award*.
- h. 2002 Purdue University's Teaching for Tomorrow Award – Senior Faculty Resource.
- i. 2001 Department of Curriculum and Instruction's *Outstanding Teaching Award* (co-winner).

### C. ENGAGEMENT

University Level (last 5 years only)

1. Member, Action Plan for Digital Education Coordinating Committee, 2015-2016.
2. Member, COE Grade Appeals Committee, 2014-2016.
3. Member, COE 2016-2020 Strategic Planning Refresh Committee, 2015-2016.
4. Member, University, Digital Education Awards and Recognition Implementation Team, Fall 2016.
5. Member, Purdue University Action Plan Committee for Digital Education, 2015-2016.
6. Presentation for the Purdue's For Me program sponsored by the College of Education Academic Services. Spring and Fall presentations 2007-2017.
7. Chair, COE Nominations and Elections Committee, 2016-2018.
8. COE, Member, Education Foundations Committee, 2010-present.
9. C&I, Member, Elementary Education Committee, 2012-present.
10. C&I, Member, Primary Committee, 1997-present.
11. LDT, Coordinator, Learning Design and Technology 2002-present.
12. LDT, Lead coordinator, Online MS program, 2010-present.
13. COE, Lead coordinator for the TEACH!: EI Ed and TEACH!: Secondary Ed Learning Communities, 2012-2020.
14. C&I, Asst. Dept. Head, 2017-present.
15. C&I, Member, Leadership Council, 2017-present.
16. COE, Member, International Committee, 2019-present
17. University, Member, Online Education Academic Leads Committee, Purdue Online, 2019-present
18. University, Member, Grievance Committee, 2020-2023.
19. COE, Member, Area Promotion and Tenure Committee, 2020-2023.