Focus on Scholarship

The School of Teaching and Learning, within the College of Education and Human Development, specifies that a tenured faculty member allocate 30% of his/her effort to scholarship, 50% to teaching and 20% to professional service. As a scholar, I have dedicated my efforts to exploring and understanding the intricacies of teaching and learning impacted by digital technologies. I design studies that assist in the examination of teacher education and K-12 schools, searching for connections between learning outcomes, the integration of various digital technology resources, and the assessment of proficiencies related to National Educational Technology Standards (ISTE, 2012) and 21st Century Skills (P21). In addition, I have been able to maintain my connections to the world of visual and performing arts through the examination of digital resources for the arts. I work to leverage my scholarship as a catalyst for classroom reform, and, thus, seek to disseminate my work in multiple venues, including researcher and practitioner journals (paper and online) and dynamic media formats. In this process, I seek to model 21st century scholarship, maintaining high standards of inquiry, while employing innovative and creative processes.

The concept map below (Figure 1) illustrates the primary strands of my research agenda, noting the scholarly products resulting from these interests. My initial materials for promotion and tenure were put forth in May of 2006, so I have included any scholarly artifacts that were published or presented after that date as evidence of my productivity toward the rank of full professor. Articles and product reviews are also included in this summary, as evidence of dissemination and impact across both researcher and practitioner communities.

Figure 1: Research Focus-Digital Technologies & Their Relationship to Teaching and Learning
As my vita notes, I am interested in the complexities surrounding teacher and student use of digital technologies for teaching and learning (Artifact 1). Coupled with this focus, I bring a commitment to digital data and qualitative study (Artifacts 2 & 3). I gather data in Ohio classrooms relating to exemplary teaching with technology (Artifact 4) and continue studies on online teaching and learning at BGSU.

I strongly believe in the scholarship of engagement, and am practicing this commitment through my work at a variety of local schools. I normally spend one full day each week in a local school, supporting teachers and students in their educational technology interests and needs. Working with project GearUp from 2003-2011, I conducted research at East Toledo Junior High/East Broadway Middle School and Waite High School (Artifact 1) and also worked with teachers at the Toledo School for the Arts, 2009-2012, (Artifact 5). For the academic year 2011-2012, I spent most of my time at Miller City-New Cleveland Schools, as a part of a grant award from Ohio eTech (Artifact 4). These colleagues give me “real world” classroom experiences that keep me grounded and energized, and I give them my time and expertise to support powerful, curricular, technology integration.

Table 1 synthesizes the types and quantities of my scholarly work, delineating products from both my pre- and post-tenure time periods.

Table 1: Summary of Scholarly Products

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<thead>
<tr>
<th></th>
<th>After 2006</th>
<th>Prior to 2006</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed Journal Articles</td>
<td>9 (3 as single author)</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>2 (1 as single author)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Proceedings</td>
<td>10 (2 as single author)</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Invited Practitioner Articles</td>
<td>4 (3 as single author)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Product Reviews</td>
<td>9 (all as single author)</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>International Presentations</td>
<td>16 (1 as single author)</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Regional Presentations</td>
<td>10 (4 as single author)</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Grant Funding</td>
<td>2 ($582,792 total ($100,000 as PI))</td>
<td>11 ($323,500 total ($93,000 as PI))</td>
<td>13</td>
</tr>
</tbody>
</table>

Evidence of Scholarly Productivity
I have selected five artifacts representing my various scholarly interests and purposes. The following paragraphs further contextualize my scholarly work,
providing descriptions and explanations related to the artifacts submitted as evidence.

Scholarship Artifact 1: TPCK for Impact
The article, *TPCK for Impact: Classroom Teaching Practices that promote Social Justice and narrow the Digital Divide in an Urban Middle School*, represents a culmination of seven years of collaborations with teachers and students at East Broadway Middle School (EBMS) in Toledo, Ohio, as a part of Project GEARUP (Gaining Early Awareness and Recognition for Undergraduate Programs). This longitudinal study analyzed data gathered across a complex sample of classroom observations, teacher and student interviews, and school artifacts. Evidence of technological-pedagogical-content knowledge (TPCK) was documented in teacher interactions with their students and their organization of classroom activities. These, in turn, demonstrated a shift towards more socially just learning environments. The integration of digital technologies played a key role in the transformative teaching practices observed, and served to provide these students with opportunities to learn with digital tools that they might otherwise have not experienced.

*Computers in the Schools*, a well-known, peer-reviewed journal in the field of educational technology and K-12 education, published the TPCK article. The publishing company states, “Material presented in this highly acclaimed journal goes beyond the “how we did it” magazine article or handbook by offering a rich source of serious discussion for educators, administrators, computer center directors, and special service providers in the school setting.” The acceptance rate for this publication varies yearly, but is generally about 20%. I was lead author for this piece, completing about 85% of the manuscript, with Dr. Rachel Reinhart assisting with the data analysis.

Scholarship Artifact 2: Meaningful Media Production
Stemming from a graduate course created for practicing K-12 teachers on how to create dynamic media messages, the article *Meaningful Media Production: Teachers Creating Virtual Field Trips in Washington DC*, chronicles the experiences of thirty teachers learning to use multimedia tools for teaching and learning. Using the Atomic Learning Table of Digital Literacy Elements Assessment Instrument (ALTDLE), the teachers’ skill levels on a variety of areas were measured before and after the course. Clear growth was documented, suggesting that teachers are able to quickly and effectively learn digital literacy skills and apply them to their academic content areas, in order to impact student learning.

This article was published by the *Journal of Multimedia and Hypermedia*. This peer-reviewed journal is affiliated with the international organization, the Association for the Advancement of Computers in Education “The main goal of the Journal is to contribute to the advancement of the theory and practice of learning and teaching using these powerful and promising technological tools that allow the integration of images, sound, text, and data.” The acceptance rate for this publication is 20%. I was first author on this publication, contributing about 80% of the writing, while co-authors Dr. Rachel Reinhart and Ms. Cindy Ross dedicated about 10% each of the effort.
Scholarship Artifact 3: 21st Century Research Practices
In the article, *Ethical issues and qualitative methods in the 21st century: How can digital technologies be embraced in the research community?*, I shared a critical examination of how digital resources can support and extend the practice of qualitative inquiry. Rather than be fearful of co-constructing research with participants and audiences, I suggest that our research can be strengthened and enriched by using digital technologies to share data and collaborate. Thoughtful and strategic implementation of collaborative research spaces that allow for multiple perspectives and a variety of analysis techniques is a practice I would like to model and explore.

*The Journal of Ethnographic and Qualitative Research* published this manuscript after I presented this work at their annual conference. I was invited to submit my paper for consideration for the journal at that time, for the first issue, after undergoing a rigorous peer-review process. The journal has an acceptance rate of 15% and is in its sixth year of distribution. “The *Journal of Ethnographic & Qualitative Research* specializes in publishing articles that address methods, contemporary issues, and empirical findings relating to qualitative research.” I was sole author on this piece.

Scholarship Artifact 4: $100,000 Project TESS Grant
The $100,000 eTech Teacher Planning Grant was written in the spring of 2011 and awarded in May 2011, for completion during the 2011-2012 academic year. The State of Ohio’s intent for these awards was to bolster communication and collaboration between teacher education institutions and local schools, focusing on the development of strong technology integration practices to support teaching and learning. Project TESS (Technology Education for Student Success) allowed three participating schools (Miller City-New Cleveland, Perrysburg, and Rossford) to spend $25,000 each for equipment and professional development for digital technology integration. Various strategies were used to collect data on technology skills and use for 180 teacher candidates, 53 K-12 teachers and more than 800 K-12 students who participated in the project. These are described in detail in the grant proposal and the midterm state report shared as Artifact 4.

Scholarship Artifact 5: ISTE Visual & Performing Arts Specialist Work
I have been the Visual and Performing Arts Specialist for the practitioner journal, *Learning & Leading with Technology (L & L)* since 2007. This publication is the flagship periodical for the International Society for Technology in Education (ISTE), the leading professional organization for K-12 teachers and administrators championing impactful use of classroom technologies. ISTE has more than 18,000 members that receive *L & L*, and the articles from this journal are also distributed electronically in multiple venues. I am including 4 invited articles and 9 invited product reviews, which were published between 2007-2012, as evidence of impacting a broad international community of technology-integrating K-12 teachers. As a former K-6 music and art teacher, I have appreciated the opportunity
to keep in touch with the trends in the area of digital arts by screening multiple submissions to *L & L* and provide direction for the publication in this domain.

Evidence of National Prominence

I believe I have demonstrated a clear research agenda, focused on digital technologies and their relationship to effective teaching and learning. I have been regularly invited by international organizations such as the International Society of Technology in Education (ISTE), to confer and contribute on publications, conferences and task force initiatives.

ISTE is the leading international organization for K-12 technology integration, engaging more than 18,000 members worldwide. I am honored to be a part of their annual conference program committee, their Digital Arts Studio coordinator, their Visual and Performing Arts specialist for *L & L* and their software reviewer for ISTE publications.

My scholarly work has been nationally and internationally recognized, as rigorous peer-reviews have affirmed. This work has been published in a variety of scholarly and practitioner journals, and continues to be accessed regularly through electronic venues. (The *Computers in the Schools*’ website indicates that my article on iPods/iPads is the most downloaded article in their collection, and the article in *Teaching Exceptional Children* on digital storytelling, originally published in 2005, had reached 3,500 downloads by February, 2012.) I am a part of the national and international conversation related to classroom technologies, presenting, publishing and leading in this area.

Reference