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PROFILE

I am a life-long educator who has had the privilege of working in many instructional environments with students of all ages and backgrounds. In recent years I have focused on instructional technology but that has not changed my core belief that teaching and learning is fundamentally a process of understanding an individual's needs and providing that individual with a caring, safe environment that supports individual growth. The capabilities of today's technology resources amaze me and I am passionate about using these resources to reach learners who previously had limited educational avenues. I believe that each person has worth and value and that access to information is a fundamental right that should be enjoyed by all.

FORMAL EDUCATION:

B.S. Political Science, Texas A&M University, 1989

M.Ed. Educational Technology, Texas A&M University, 1995

CERTIFICATES

Texas Lifetime Teaching Certificate in Secondary Government (Grades 6-12)

Texas Lifetime Teaching Certificate in Secondary Economics (Grades 6-12)

Texas Lifetime Teaching Certificate in Secondary History (Grades 6-12)

PROFESSIONAL EXPERIENCE SUMMARY

Director, Instructional Technology, College of Education and Human Development, 2009 - Present

Associate Director, eEducation, Texas A&M University, College of Education, Department of Teaching, Learning, and Culture, 2002 – 2008

Program Coordinator, Technology Enhancement and Application Mission (TEAM), Texas A&M University, College of Education, Department of Teaching, Learning, and Culture, 2002 – 2007

Associate Director, Technology Mentor Fellowship Program (TMFP), Texas A&M University, College of Education, Office of the Dean, 2000 – 2002

Senior Research Associate, South Central Regional Technology in Education Consortium (SCR*TEC-TX), Texas A&M University, College of Education, Office of the Dean, 1999 – 2000

Staff Associate, Ocean Drilling Distance Learning Program, Texas A&M University, College of Education, Office of the Dean, 1999 – 2001

Staff Associate, Technology Mentor Fellowship Program (TMFP), Texas A&M University, College of Education, Office of the Dean, 1999 – 2000

Staff Associate, Partnership for Environmental Education and Rural Health (PEER), Texas A&M University, College of Education, Office of the Dean, 1999 – 2002

Instructional Technologist, Department of Instructional Technology, Mayde Creek Junior High and Katy High School, Katy I.S.D., 1996-1999

Chairman, Technology Program Review Committee, Katy I.S.D., 1998 – 1999

Social Studies Teacher / Department Technology Trainer, West Memorial Junior High, Katy I.S.D., 1995 – 1996

Social Studies Teacher / Tennis Coach, Navasota I.S.D., 1990 – 1995

PROFESSIONAL EXPERIENCE DETAIL

Director, Instructional Technology – 2009 - Present

Texas A&M University College of Education and Human Development

Overview

As the Director of Instructional Technology in the College of Education and Human Development (CEHD), I am responsible for the oversight of all instructional technology resources that are used to facilitate the design, development, and delivery of face-to-face, distance, and/or online instruction. In the time that I have been in this position I have assembled a highly capable and productive team of both full-time and part-time employees. My approach to supervision and team building is to promote individual accountability and celebrate individual successes as each contribute to the team's overall progress. This approach has been effective in developing a team that provides comprehensive support for a wide range of instructional services, systems, and applications.

Major Initiatives and Accomplishments

Teaching and Learning with Mobile Technology – My interest in the instructional uses of mobile technology began early in my teaching career. After teaching in both resource poor and resource rich schools that utilized either a central computer lab and/or a laptop computer lab on wheels (COW), I found that there were many limiting factors in this model of technology integration and I did not see a remarkable gain in student engagement or student achievement. The limitations that I observed included student access issues, scheduling issues, maintenance and setup issues, and in the case of the COWS limited battery life. These experiences also led me to believe that a one-to-one program was needed to truly increase student engagement and achievement. Shortly after those experiences, Apple released a product for schools called an eMate. This device had a stylus and monochrome touchscreen and a clamshell design with full size keyboard much like a normal laptop. The eMate had a limited selection of programs but a word processor, a spreadsheet, database, and a presentation program were included. The eMate did have a few key features that intrigued me – it was rugged, its battery would last several days on a single charge even with heavy use, and it could connect to other eMates wirelessly to share files and communicate via a chat type program (Note: this was 1997 before the Internet was a common classroom resource.) My campus received several eMates as part of a promotion but they were not desired by my colleagues and as a result I was given a class set of these devices. Even with limited functionality I was able to integrate several technology lessons into that class using the eMate. I observed greater student engagement and higher student achievement with each student having an eMate than I previous semesters of using a computer lab. The eMate was not a commercial success and was soon discontinued but my experience with the eMate convinced me that a durable device with long battery life that enabled student collaboration and access to information would be a valuable learning tool.

Since coming to Texas A&M I have had the opportunity to conduct studies of the instructional uses of various mobile devices including the earliest Windows Mobile handhelds, Palm OS handhelds, iOS handhelds, Windows convertible touchscreen laptops, netbooks, and iPads. The iPad pilot study that I conducted was unique because it took place almost simultaneous to the release of the first generation iPad. I was able to purchase the first ten iPads at Texas A&M. The study consisted of loaning iPads to individuals for one week and having them complete daily logs of their experiences with the iPad. Any faculty, staff, or student in CEHD could participate in the study and they were instructed to use the iPad as their own in all work and home settings and to let other people use the device. The original study was intended to take place over six weeks but the demand for trying the iPads was so great that the study was extended to 18 weeks. That Pilot study found that the iPads were durable, had day-long battery with continuous use, and were very user friendly. The study also found that young children, elderly people, and people with limited motor skills could use an iPad extremely well. We also had two participants who reported that autistic children had been able to interact with the iPad much better than other electronic devices.

As a result of the pilot study, several CEHD programs purchased iPads for all of their professional level students. These programs included Special Education, Bilingual Education, Technology Management, and Health

Education. The elementary and middle grades education programs purchased iPads that could be used by all students in their technology integration course. The use of iPads has now grown to most faculty and staff and nearly 600 student iPads. The iPads have been used by students to document study abroad trips, to teach special needs students, to create multimedia content, to collaborate on projects, and as a study device. I continue to be amazed at the advancements of tablet computers and the innovative uses that students find for them.

Blackboard Collaborate – I coordinated pilot tests of several web-based desktop instructional teaching and conferencing systems that resulted in the adoption of Blackboard Collaborate in CEHD. Faculty, staff, and students in CEHD have used Collaborate for functions ranging from individual meetings, class instruction, and large webinars. Blackboard Collaborate has now been incorporated into the university's eCampus system for use by the entire campus.

Online Course Design, Development and Support – As Director of Instructional Technology, I oversaw the design, development, and on-going support for online courses in CEHD. Design, development, and support are three distinct services and staff with expertise in each area were developed and/or hired. A collaborative methodology was implemented to provide comprehensive services from the initial conception of a course, through its design, development and ultimate delivery. The key to this process being successful is when there has been that a true partnership for success is developed between the faculty person and the instructional technology staff. During the Fall 2014 and Spring 2015 semesters 2,017 CEHD sections had an online presence and were supported by the instructional technology staff in my group.

Instructional Video and Lecture Capture – Video has always been an important instructional tool when used appropriately. In order to enhance the instructional video capabilities of CEHD, I initiated and oversaw two separate but related efforts. This first was to create a video studio that was designed specifically for instructional video. The second was to implement an efficient and effective lecture capture system. The goal of the video studio design was to enable an instructor to record and process high quality videos using equipment that was simple to operate with minimal need for support staff. The lecture capture system that was chosen is Mediasite. Not only does Mediasite provide a great system for capturing lectures and other presentations but Mediasite enables an efficient video production workflow that allows faculty and staff to make simple video edits using a web browser. Other Mediasite features that are being implemented include utilizing a fully searchable video “showcase” and connecting with the learning management systems that CEHD supports. The Fall 2015 semester will be the first semester in which both resources are fully operational.

Classroom Design and Active Learning Spaces – The design of physical instructional spaces and its impact on instructional strategies and student learning has always fascinated me. I have had the opportunity to design classroom and other instructional spaces either as part of updates and/or as new construction. I believe that the design of an instructional space should incorporate input from the instructors who will teach in the space, the students who will be taking classes in the space and administrative leaders. The process should be guided by current research and observed best practices with an emphasis placed on reliability, ease of use, and accessibility. My experience as a classroom teacher has helped me greatly in this process.

In the past two years my classroom designs have been used extensively to create two new classrooms that incorporate the concepts of active learning spaces. The idea of active learning spaces that allow students to easily collaborate is not new but some of the instructional strategies are greatly enhanced with today's technology resources. Both of these spaces have been well received by both faculty and students because they had input in the design process and both groups feel that the design of the rooms has enhanced the instructional process. The department heads of the respective departments highlight these rooms as the “showcases” of their departments.

Qualtrics – I researched and recommended that Qualtrics be adopted as the tool for online survey, data collection, analysis, and reporting by CEHD faculty, staff, and students. I was the primary person who coordinated the implementation of Qualtrics across the college and was responsible for promotion, training, and administration of Qualtrics. Qualtrics has proven to be a valuable tool for both teaching and research and is now a university-wide resource.

Team Dynamix – I researched and recommended Team Dynamix be adopted for use as the support desk and project management tool for Technology Services in CEHD. I also played a key role in the implementation of

Team Dynamix. The use of Team Dynamix in CEHD has resulted in increased accountability of technology support staff, much quicker response and resolution times, more efficient use of resources, and an overall increase in customer satisfaction.

Associate Director, eEducation Group — 2002 - 2009

Senior Research Associate, eEducation Group — 1999 - 2002

In my positions with the eEducation Group I worked as part of a team that implemented and administered several state and nationally funded projects that centered on online alternative teacher certification in science and mathematics, web-based curriculum development and professional development for teachers. My role in each project is described below.

Technology Mentor Fellowship Program (TMFP) (1999 - 2007) — The Technology Mentor Fellowship Program was a Preparing Tomorrow's Teachers to Use Technology (PT3) funded project. The goal of TMFP was to match technology-proficient pre-service teachers, known as technology fellows, with K-12 teachers and university faculty to model technology as an instructional tool in K-12 and college classrooms. Technology fellows worked in a collaborative partnership with a local public school teacher or university faculty to help that instructor learn to use a computer more proficiently and create instructional objects for that instructor's class. TMFP had 75 - 150 technology fellows per semester during its three years of project funding and then maintained 25 - 50 Technology Fellows as a sustained program in the College of Education.

My initial role with TMFP was to serve as co-coordinator and be responsible for recruiting and training technology fellows as well as facilitating the pairing of technology fellows with K12 or university faculty. I was the sole coordinator of TMFP for the three years of its operation after the grant funding period ended.

There were many programs, tools, and resources that I conceptualized and helped develop or implement that supported TMFP and later became college-wide resources. First, in order to manage large numbers of students I conceptualized an online timesheet submission process that was developed several years prior to the one that Texas A&M now uses. This system was used college-wide until the current university Time Traq system was implemented.

Second, I developed several online training modules that were used by both the technology fellow and their faculty partner. The learning management system (LMS) that was used to deliver these modules was created in-house by project colleagues. Even though the original LMS is no longer used many of the modules have been updated and/or rewritten and are still being used.

Third, during the initial year of the project we found that we needed an efficient method to collect and document the learning objects that were being created by the technology fellows as they worked with faculty. I conceptualized using an online portfolio system for this process and was the co-creator of the portfolio system that became known as the iFolio System. The iFolio System proved to be very successful and was quickly used across the college. The iFolio System not only innovative in that it was one of the first online portfolio tools but it was also one of the first online systems that facilitated connecting employers to potential employees. The iFolio system was operational from 2001 - 2009 and nearly 8,000 portfolios were created during that time period.

Finally, as part of a collaborative effort with the Department of Teaching, Learning, and Culture and funding provided by Verizon, I designed and was the project manager for the creation of the Verizon Interactive Classroom (VIC). The VIC was a highly flexible, technology-rich instructional space that could be used to teach classes and/or serve as a media development lab. The VIC had many unique characteristics but the one that stood out most was that it could be configured to look like almost any type of K12 classroom. CEHD instructors could model almost any type of lesson that integrated technology in the VIC. The VIC was the main support hub for TMFP and later the iFolio System. Technology fellows provided support to both student and faculty in the VIC. The VIC operated from 2002 - 2013. The actual physical space of the VIC is now regular classroom but the media development lab that was started from TMFP in the VIC continues today in a dedicated space now called the Integrated Media Support Center (iMSC).

Accelerate Online (1999 - 2009) — Accelerate Online is an alternative teacher certification program that was developed from a Transition to Teaching (T3) grant. My three roles with this project were author, module

developer, and recruiter. I authored and was the web developer for two modules, *Basic Productivity Tools* and *Spreadsheets and Databases in the Classroom*, and I was developer for a third module titled *Introduction to Social Studies Teaching*. As the main recruiter, I was able to meet the established goals by creating an innovative online inquiry system and by utilizing Google Adwords campaigns that coordinated with face-to-face recruiting events. I also provided professional development support for program participants and their university supervisors during the internship year which was the first full year of teaching. Accelerate Online, <http://accelerate.tamu.edu>, continues to operate as a fiscally healthy program that offers a viable path to teacher certification for many prospective teachers.

Middle School Aerospace Scholars (MAS) (2002 - 2006) — The Middle School Aerospace Scholars program provided week-long professional development experiences for cross-discipline collaborative teams of Texas middle school teachers at the Johnson Space Center in Houston, Texas. My role with this project was to provide instructional technology support to facilitate the development of a cross-discipline integrated instructional unit. This support ranged from providing training “just-in-time” training for basic productivity applications to helping facilitate teams discussions in planning instructional strategies and resource utilization.

*South Central Regional Technology in Education Consortium (SCR*TEC-TX) (1999 - 2000)* — The South Central Regional Technology Consortium (SCRTEC) was funded by the United States Department of Education and conducted research that was focused on teaching and learning using the Internet. Several online teaching learning tools were developed as a result of this research including <http://www.4teachers.org>, <http://www.4kids.org>, TrackStar, RubiStar, and QuizStar. My role with this project was to promote the use of these tools in Texas. I gave several presentations and coordinated promotional booths at regional and state-wide conferences. I also coordinated week-long summer training intensives held at Texas A&M for K12 teachers in the use of these tools.

Ocean Drilling Distance Learning Program (1999 - 2001) — The Ocean Drilling Distance Learning Program was a collaborative effort of the College of Geosciences and the Ocean Drilling Program, and the eEducation Group in the College of Education at Texas A&M University. The objectives of the program were as follows: (1) increase the technology hardware available in rural middle school science classrooms; (2) provide professional development on technology integration into classroom instruction for middle school science teachers; and (3) provide earth science instructional materials electronically to rural middle school science classrooms. The program was successful and the objectives were met. My role in this project was to coordinate the summer training intensive and to provide instructional technology support to the program participants after the summer intensive. I also assisted in the development of the online modules that were created to support this program.

Partnership for Environmental Education and Rural Health (PEER) (1999 - 2002) — The Partnership for Environmental Education and Rural Health (PEER) was a Science Education Partnership Award that created online science resources for middle and high school teachers. My role in this project was to provide assistance in the development of online curricula and to help coordinate the summer training intensives. I also helped promote this promote PEER at both state and national conferences.

Knowledge Innovation for Technology in Education (KITE) (2000 - 2002) — The Knowledge Innovation for Technology in Education (KITE) project was a collaboration of several Big 12 schools with the University of Missouri being the lead institution. The goal of KITE was to create a knowledge repository for teachers and teacher educators that applied case-based reasoning to describe and index stories of successful and unsuccessful lessons that integrated technology resources. My role in this project was to facilitate recording and processing recorded teacher interviews so that they could be used in the KITE repository.

Instructional Technologist, Katy ISD — 1996 - 1999

As an instructional technologist I worked with teachers at West Memorial Junior High and Katy High School to integrated technology resources into their teaching and was responsible for the long term planning of the technology integration program at each campus. I was also responsible for overseeing the management of all campus technology resources including classroom, lab, library and administrative computers as well as campus eMail servers and the Accelerated Reader servers. While in this position I served as the Chairman of the Technology Program Review Committee for Katy I.S.D.

Social Studies Teacher, West Memorial Junior High, Katy ISD — 1995 - 1996

I taught 8th American History and was the Social Studies Technology Trainer. While at West Memorial Junior High I helped implement several new instructional technologies including the use of laser disc based curricula across all social studies classes and the implementation of departmental Computer Labs on Wheels (COWS).

Social Studies Teacher and Tennis Coach, Navasota ISD — 1990 - 1995

I taught Government, Economics, World History, American History, and Correlated Language Arts while at Navasota High School. I was also the Tennis Coach, Mock Trial, senior class sponsor. During my first year of teaching I was selected as the ESC Region VI First Year Teacher Peer Mentor Program Representative to T.E.A and then later I served as the high school representative on the District Site-Based Decision Making Committee. As the tennis coach, I coached regional qualifiers each year and coached district champions three of the five years I was there. My Mock Trial teams were competitive at the regional level.

SCHOLARLY ACTIVITY:

- Smith, B. (2014) The Impact of Technology Ecosystems on Teaching and Learning. Presentation at Texas Distance Learning Association Annual Conference on April 4, 2014, Corpus Christi, Texas.
- Smith, B., Byrns G., Olivares, T. (2013) Teachers as App Developers—iBooks Author is a Way. Presented at Technology Applications Teacher Network (TATN) at the TCEA 2013 Convention, February 5, 2013, in Austin, Texas.
- Smith, B., Burke, M. (2013) Teaching with Blackboard Collaborate. Presentation at the Teaching with Technology Conference on February 28, 2013, in College Station, Texas.
- Smith, B., Byrns G., Olivares, T. (2013) Developing Interactive Electronic Books Using iBooks Author. Presentation at the Teaching with Technology Conference on February 28, 2013, in College Station, Texas.
- Denton, J., Davis, T., Smith, B., Beason, L., Graham, D., & Roberts, K. (2007). Candidate profiles for admission into and completion of an online secondary teacher certification program. Paper presented at annual meeting of the Southwest Educational Research Association on February 8, 2007, San Antonio, Texas.
- Denton, J.J., Davis, T.J., Smith, B.L., Beason, L., Graham, B.D., & Strader, R.A. (2006). Success Ratios for Accelerate Online/OPTIONS An Online Alternative Certification Program. Paper available at <http://eeducation.tamu.edu/> under Reports and Publications.
- Denton, J.J., Davis, T.J., Capraro, R.M., Smith, B.L., Beason, L., Graham, B.D., & Strader, R.A. (2006). Examination of Applicant Profiles for Admission into and Completion of an Online Secondary Teacher Certification Program. Paper available at <http://eeducation.tamu.edu/> under Reports and Publications.
- Roberts, K., Denton, J., Davis, T., Smith, B., Beason, L., & Graham, D. (2006). Comparison of Factor Structure and Conceptual Structure of Intern Classroom Assessment Instrument. Paper available at <http://eeducation.tamu.edu/> under Reports and Publications.
- Denton, J., Davis, T., Smith, B., Strader, A., Clark, F., & Wang, L. (2006). Technology mentor fellowship program: A technology integration professional development model for classroom teachers. National Forum of Teacher Education Journal 17E:3. Available online at: www.nationalforum.com
- Denton, J., Davis, T., Smith, B., & Strader, A. (2005) The technology mentor fellowship program (TMFP) model for professional development and sustainability of technology infusion initiatives. Texas Journal of Distance Learning [Online serial] 2:2, 69-85. Available online at <http://www.tjdl.org/articles/v2i2/mentor/>
- Denton, J., Davis, T., Smith, B., Beason, L., & Strader, R. (2005). An online professional development model for pre-service teacher education. Proceedings of E-Learn 2005 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education. October 24 – 28, 2005 (pp. 617-624). Chesapeake, VA: Association for the Advancement of Computing in Education.
- Smith, B. (2002, July) The i-Folio System: An On-line Portfolio Documentation Tool, Presented at the 2002 Preparing Tomorrow's Teachers to Use Technology (PT3) Grantees' Meeting, Washington D.C.
- Smith, B. (2002, June) Educational Uses of Handheld Computers and Wireless Networks, Presented at National Educational Computing Conference 2002, San Antonio, TX.

PRODUCTION AND DEVELOPMENT ACTIVITIES

- Co-creator and Project Coordinator of the i-Folio online portfolio system, eEducation Group, Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture, 2002 – 2008
- Smith, B. (2003) Basic Productivity Tools, on-line learning module in the eEmpowerment Zone, eEducation Group, Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture
- Smith, B., Beason, L. (2004) Spreadsheets and Databases in the Classroom, on-line learning module in the eEmpowerment Zone, eEducation Group, Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture
- Savage, T., Smith, B. (2005) , Introduction to Social Studies Teaching, on-line learning module in the eEmpowerment Zone, eEducation Group, Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture