



Spring 2018

Volume 13, Issue 2

Instructional Technology News



WELCOME

Dr. Bill Sadera

Greetings from the ISTC graduate program directors! There is much to be proud of in our programs. In this issue of our Instructional Technology Newsletter we would like to congratulate the students and faculty that make our ISTC programs great. Our programs continue to be successful in providing students with opportunities for authentic and meaningful learning experiences. The material in this Spring 2018 newsletter including sabbatical research, scholarship, program graduates, and presentations, are a testament to that success.

Please keep us informed of your exciting news and accomplishments. If you have any questions or comments, please feel free to contact us. We wish you luck finishing up the semester and hope you have a wonderful summer!

Dr. Bill Sadera

Doctoral Program Director, Instructional Technology

Dr. Liyan Song

Master's Program Director, Instructional Design & Educational Technology

Dr. David Robinson

Master's Program Director, School Library Media

Dr. Gilda Martinez-Alba

Chair, Department of Educational Technology and Literacy

INSIDE THIS ISSUE

- SITE 2018.....2- 3
- Dr. Li Sabbatical Research.....4
- STEM Summit.....5
- Call for Papers.....6
- Instructional Tech in Action.....7
- Recent Graduates.....8
- Announcements.....9
- Scholarship.....10-11
- Upcoming Conferences.....12
- Faculty & Staff Info.....13

IMPORTANT DATES

- May 15: Last day of class
- May 16-22: Final Exams
- May 24: College of Ed Commencement
- May 30: Summer classes begin
- July 4: Independence Day TU Closed
- August 27: Fall Classes Begin
- September 3: Labor Day TU Closed

Stay Connected!





STUDENT REFLECTION

Joe Runciman, Ed.D. Student

This Spring, I was given the opportunity to design and lead a poster presentation at SITE2018 in connection with my research assistantship with Dr. Lohnes Watulak and Dr. McQuitty. This was my first year attending and presenting at an academic conference. I was thrilled to have the opportunity to discuss our work on the design and implementation of a writing-as-making MOOC. We had just completed a winter iteration of our MOOC, so I enjoyed getting to speak with scholars about what we observed in delivering online professional learning that combines xMOOC and cMOOC characteristics to teach digital writing tools and techniques.



I was also able to attend several sessions that focused on professional development, game-based learning, and learning with MOOCs. These presentations were a great chance to hear about the latest research and ideas that connect with my research interests and academic work. The overall experience helped familiarize me with the workings of a conference, and if I can attend next year's SITE, I will be all the more prepared to take advantage of what it has to offer!

Towson University's College of Education co-hosted a reception at this year's SITE Conference in DC with Iowa State University and Michigan State.

54 scholars attended the reception. Attendees represented programs from across the country including: Arizona State, Drexel, NYIT, Sonoma State University, University of Idaho, University of North Texas, and Wake Forest.

IOWA STATE UNIVERSITY



“It’s always great to gather with researchers, colleagues, & students, to build relationships and talk about work in the field in an informal setting such as this!” Dr. Bill Sadera

Pictured *left to right*: Dr. Denise Crawford, Iowa State; Tera Lawson, Iowa State; Leigh Wolf, Michigan State; Junko Handa, Meiji University, Japan; Dr. Bill Sadera. And a few familiar faces in the background!



The 29th Annual Society for Information Technology and Teacher Education conference took place outside of Washington, D.C. in Alexandria, VA. Towson University was well represented at the conference with 13 presentations by 18 faculty, recent grads, and students.

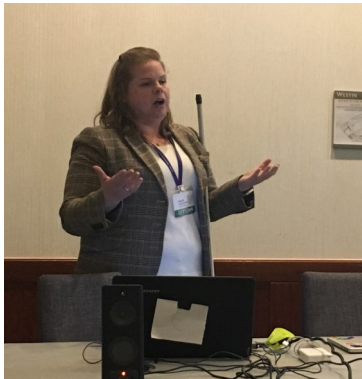
Amy McGinn & Liyan Song: Teacher experiences with professional development for technology integration at a k-12 independent school: a multi-case study

Andrea Parrish & Bill Sadera: A Delphi Study to Develop an Inventory of Competencies needed to facilitate instruction in student-centered, 1:1 learning environments

Barbara Laster, Rhoades (VCU), Wilson, (Nebraska-Lincoln): Literacy Teachers Using iPads in clinical settings

Chip Boling & Qing Li: Simulations in mathematics classrooms: A study of students' attitudes

Natalie Shaheen (*picture below*) & **Sarah Lohnes Watulak:** Technology accessibility: a social justice concern for k-12 instructional technology and teacher education



Lisa Twiss: How urban youth use digital tools at community technology centers (ctcs) to support the development of civic engagement pathways

Marie Heath & Gleason, Iowa State (*Pictured below*): Exploring narrative through social media: An approach to conceptualizing story, inquiry, and pedagogical approaches

Marie Heath, Pamela Segal, & Rob Caples: But why do I need to teach technology in my content methods class?: A model for side coaching and technology integration for teacher educators

Ming Tomayko: Pre-Service Teachers Self-Assessing TPACK Using a Visual quantitative model

Sarah Lohnes Watulak, Vicki McQuitty, & Joseph Runciman: Voice and choice in teacher professional learning: designing the writing-as-making MOOC



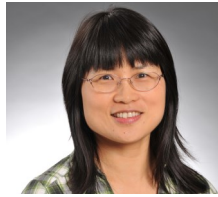
Qing Li, Laila Richman, & Scot McNary: Computational Thinking and teacher thinking: An examination of a PD model

Laila J. Richman W/ researchers from Alabama, Saint Leo, Brigham Young & Park University: Preparing teacher candidates for transformative digital teaching and learning experiences: Case studies from teacher



SABBATICAL RESEARCH REFLECTION

By Dr. Qing Li



During my sabbatical leave in Fall 2017, I was able to work on several projects. The first project, Computational Thinking (CT) and Teacher Education, aimed to study how CT can be organically integrated into k-12 schools, and in particular how we can best prepare our preservice and in-service teachers to teach this new content.

This project contains two parts. The first part adopted the experts' interview approach because this is a relatively new field of study. After reviewing the existing literature, I derived the semi-structured interview questions and contacted a few experts in the field. Upon receiving the approval from the IRB committee, I started my interviews. Through snowball sampling, I was able to identify and interview 6 experts in the field across the nation. They are pioneers with extensive experience and have published well-recognized work in this field. Amongst them, 4 are professors at R1 universities and 2 experts work as program directors in large companies. For example, one expert I interviewed is Hong Hai, a program manager at Google. He leads Google's US outreach and partnership efforts for Google Computer Science Education Team.

The second part of this project involved identifying and visiting an exemplary site. I visited MIT and had extensive conversations with faculty members, researchers, and students there. The interviews, notes I took, and my reflective journals became part of the data set that are used for the analysis. To date, I have openly coded the data and am working on the second round of data analysis.



Another project I have been working is titled: "CT for all: Empowering teachers to effectively integrate computer science into the elementary, middle, and high school STEM curriculum", which was funded \$149,993 by MHEC for 2017-2018. This is a partnership between TU's Fisher College of Science & Mathematics, College of Education, and BCPS. As the Principal Investigator, I have been working with colleagues, including Dr. Laila Richman (Co-PI), Dr. Scot McNary and other people inside and outside of Towson University. We have developed a professional development (PD) model, created CT infused curriculum for teachers, and facilitated various sessions to help BCPS teachers develop both content and pedagogical knowledge in order to organically integrate CT into their teaching practices. Our continued assessment of the project shows that teachers not only enjoy this professional development opportunities, but also have been impacted by this project in different ways.

An opportunity that I enjoyed over the sabbatical was the time to establish collaborative relationships. I spent time to talk with colleagues in and out of TU and have worked on several writing projects, one of which was the submission of a large grant application. I also enjoyed the time for me to write. The writing outcomes included, but not limited to, 3 conference papers presented in Spring 2018, as well as two journal papers (one paper was already accepted by *Educational Technology Research and Development (ETRD)*).

In summary, during my sabbatical I was able to strengthen and expand my research program focusing on educational technology and teacher education. I am deeply grateful to COE and EDTL for granting me this privilege which allows me to have accomplish so much using this dedicated research time.





STEM SUMMIT 2018

Disrupting the Classroom: How Technology is Changing the Way We Learn

On March 12th, 4 faculty and 6 of our masters and doctoral graduate students attended the Northeastern Maryland Technology Council (NMTC) hosted STEM Summit. Here is what two Masters students that attended the event had to say!

opportunities. There is a lot debate within narrative gaming, yet Collins argues there are a lot of morals and information to be consumed in narrative gaming applications. Gamification in the educational technology world is an approach to motivate students to learn by using video game elements in learning environments. Jason Michael Perry (picture right) of Mind Grub discussed the benefits of virtual reality and how 3D printing could lead to better schools and educational opportunities. Don Lail, Jr., a game development engineer at



Excet, Inc. who creates educational technology opportunities for the US Army, defined and discussed different types of reality and how these learning tools help to prepare US soldiers in training. At the seminar, three types of realities were discussed. Virtual reality is the ability to learn from a completely replaced environment. Augmented reality includes the ability for digital content to be displayed, on top of a physical environment. Finally, in mixed reality virtual objects are combined and responsive to a physical environment. John Fritz of UMBC gave an analytics presentation on college predictors for freshman and failing

students and discussed interventions that the university was using in order to reach those students. Finally, Douglas A. Levin of Edtech Strategies discussed terms of services, policies, and security in education technology.

Shawna Maxey: The STEM Summit was very informative and gave a lot of information about where we are headed in the area of technology in the classroom and in education. I enjoyed learning about gamification in learning and how students can learn through games. Also, I learned about virtual reality and how it can be helpful in creating a deeper understanding and experience when used. I think it is important for educators to continue to learn how to incorporate technology into the classroom as it is continually growing and changing.

Sarah Mott: James Collins, Jr. (pictured below on left) of Fable Vision Studios stressed the importance of gaming and learning. Specifically, **narrative gaming**, where children are learning morals and new ideas from participating in game-based learning. Collins discussed narrative gaming as incorporating aspects of fiction and story-telling into game-based learning



NMTC hosts several similar events throughout the year. Check them out [here](#).



CALL FOR PAPERS!

The International Journal of Information and Learning Technology invites submissions for a special issue focusing on theory and research that explores issues around equity and digital technologies.

Although much has been made of the potential for digital technologies to support more equitable and democratic teaching and learning (e.g., Ito et al., 2013; Gee, 2007), Hall (2011) suggests a need for scholarship in instructional technology and digital education to "analyze learning technology as historically situated, and thereby... use critique to reveal and produce practical alternatives to sociocultural problems" (p.273). Such critical scholarship pushes back on platitudes and widely-accepted myths about educational technology to address the complexities of reducing educational inequities (Buckingham, 2007; Reich & Ito, 2017; Selwyn, 2016). Recent work -- including critical examinations of technologically-rich makerspaces (Calabrese Barton, Tan & Greenberg, 2017; Vossoughi, Hooper, & Escude, 2016; Buechley, 2013), conversations around who benefits from educational technology (Watters, 2017), articulations of critical digital pedagogy (Stommel, 2014), and accounts of gender and race disparities in the field of instructional technology (Davis, 2015)-- attempts to explore, better account for, and counter inequities in digital teaching and learning.

In this special issue, we are interested in exploring how equity is taken up in discourse and practice across K-16 and informal learning settings featuring digital technologies and pedagogies. This might include empirical research related to learning processes, contexts, and outcomes; frameworks for understanding ways of creating more equitable instructional design with digital technologies; pedagogical approaches for using new media as sites of learning. We encourage the submission of manuscript types including literature reviews; reports of original research (quantitative, qualitative, mixed methods); and theoretical perspectives.

Deadline for Full Manuscripts: June 1, 2018

For more info: <http://bit.ly/2puzGRd>

ATTENTION DOCTORAL STUDENTS

*NEW DOCTORAL RESEARCH COURSE SEQUENCE
BEGINNING FALL 2018*

The new sequence will include 3 courses: EDUC789: Introduction to Research Methods, EDUC790: Qualitative Methods, and EDUC791: Statistics. The research sequence is completed for 3 consecutive semesters. EDUC 789, is being offered this Fall 2018 as the start of the new sequence. The next sequence will start in approximately Spring 2020.

Contact Dr. Sadera if you have questions or want to be in the cohort and have not already heard from him.

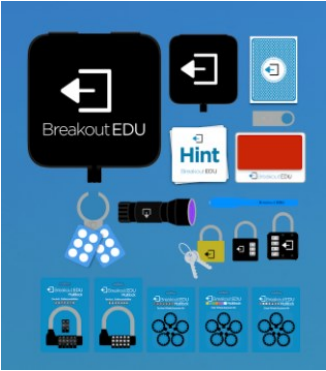
INSTRUCTIONAL TECH IN ACTION

Breakout EDU Escape rooms have become incredibly popular over the past several years. As the title suggests, teams find clues and solve puzzles to escape a room, before time runs out. Thanks to Breakout EDU, the trend is now spreading into the classroom! Breakout EDU is an educational technology based on “the 4 Cs:” *critical thinking, collaboration, creativity & communica-*



tion, which has harnessed the power of escape rooms. Kits include a series of locks, boxes, and tools to send students on an immersive & educational voyage. Students of all ages can take part in Breakout EDU games

Our department recently invested in a Breakout EDU kit for use by our faculty and students. We have already had a lot of fun with kit! It has been used with 2nd graders (picture below on left), department faculty (below on right), a girl scout troop, and Lisa Twiss has used it with her undergrad students. For more examples follow @breakoutEDU on Twitter.





RECENT GRADUATES

Congratulations to Drs. Burton, McGinn, McFadden, and Parrish for successful dissertation defended and graduation! Dissertation abstracts are linked below.

Burton, T. (2017). The impact of learning environment on knowledge outcomes and student satisfaction in sleep medicine education. (Doctoral Dissertation, Towson University).

Greenwood, A. (2017). Patterns of educator learning management systems use in a secondary school: A description of use and comparison between educator subgroups. (Doctoral Dissertation, Towson University, 2017).

McFadden, C. (2017). Motivational readiness to change exercise behaviors: An analysis of the differences among exercise, wearable exercise tracking technology, FIT values and BMI scores. (Doctoral Dissertation, Towson University).

McGinn, A. (2017). Teacher experiences with professional development for technology integration at an independent k-12 school: a multi-case study. (Doctoral Dissertation, Towson University).



Parrish, A. (2017). A Delphi study to develop an inventory of competencies needed to facilitate instruction in student-centered, one-to-one learning environments. (Doctoral Dissertation, Towson University).

Congratulations to the following spring & fall 2017 Master's program graduates!

Instruction Design & Development

Melissa Chenoweth
Tanisha Peterkin
Adi Adi



Educational Technology

Christopher Fishpaw
Samantha Vindigni
Peter deBorja
Carolyn Sutherland
Laura Abraham

Instructional Technology Community on Blackboard

Please make sure to visit the ISTC Community on Blackboard for up-to-date news about Instructional Technology, employment opportunities, important events scholarship opportunities, conferences, and electronic copies of program forms.

ANNOUNCEMENTS

We're proud of all faculty, students, and former students for the work they do everyday. This section is to congratulate those honored for their hard work and working in their fields in new and exciting ways.

Nichole Batluck, a Master's student has accepted a permanent position as a Special Education Para-educator in Montgomery County Public School System. She will be working at a regional school, RICA, for students with emotional disabilities, other health impairment and Autism. Way to go Nichole!

Magdalena Fitzsimmons, first year Doctoral student will teach a two-day session on June 25-26 as part of this year's Summer Institute for Gifted Education, located at the Center for Gifted Education, College of William and Mary in Williamsburg, Virginia. The session, titled Beyond the Main Idea: Using Constructivist Approaches to Engage Gifted Students with Challenging Texts, explores constructivist approaches to instruction that engage gifted students with text, encouraging them to develop an understanding of challenging content through rigorous learning tasks.

Kim Miller, doctoral student, was recently awarded permanent status in her role as Learning Technologies Librarian at Towson University. Kim and her husband also recently welcomed their daughter Maggie, born 1/15/18.



Shannon Tucker, doctoral student has been involved in several research efforts. She served on the programming committee for the Quality Matters Regional East Conference March 22-23, 2018; Shannon was a Poster Reviewer for the 2018 American Association of Colleges of Pharmacy Annual Meeting; Proposal Reviewer, 2018 EDUCAUSE Conference, 2018 EDUCAUSE Learning Initiative (ELI) Annual Meeting Poster Presentation. Shannon will also be a member on a panel of researchers at the 2018 WLU Literacies for All Summer Institute: Panel presentation: Challenging Common Notions of Reading with Eye Movement and Miscue Analysis (EMMA) Saturday 7/14, 2018.

Marie Heath, doctoral program alumna and TU Secondary and Middle School Education faculty member will be joining the faculty at Loyola University of Maryland as an Assistant Professor in Educational Technology as of the Fall 2018 school year.

School Library Media Spring 2018 Practicum Placements

Intern	Placement 1	Mentor	Placement 2	Mentor
Meghan Bennett-Marx	North Harford Middle School (HCPS)	David McComas	Bel Air Elementary School (HCPS)	Stephanie Platt
Brianna Figueiras	Tracy's Elementary (AACPS)	Carol Thorton	Southern High School (AACPS)	Elizabeth Starnes
Kate Hartig	Padonia Elementary (BCPS)	Jennifer Sheggrud	Hereford High School	Suhaila Tenly

RECENT SCHOLARSHIP

Boling, C., Li, Q. (2018, March). Simulations in mathematics classrooms: A study of students' attitudes. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Heath, M., Segal, P., Caples, R. (2018, March). But why do I need to teach technology in my content methods class?: A model for side coaching and technology integration for teacher educators. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Heath, M., & Gleason. (2018, March). Exploring narrative through social media: An approach to conceptualizing story, inquiry, and pedagogical approaches. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Leigh, A.O., Stansbury, J.A., Munro, G.D., & McGinley, J.J. (2018). *To push or not to push? Responses in moral dilemmas reveal aversion to harmful actions rather than moral preferences*. Oral Presentation delivered at Society of Personality and Social Psychology National Conference, Atlanta, GA.

Li, Q., Pustaka, A. (2017). When cyberbullies meet gamers: what do young adults think?, *Educational Research*, 59:4, 426-443.

Li, Q. (May, 2018). Teacher game building: A focus on computational thinking and pedagogy. Paper to be presented at the 20th Annual International Conference on Education. Athens, GA.

Li, Q., Richman, L., McNary, S. (2018, March). Computational thinking and teacher thinking: An examination of a PD model. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Lohnes Watulak, S., Woodard, R., Smith, A., Johnson, L., & Phillips, N. (in press). Connected teaching and learning in K-16+ contexts: An annotated bibliography. *CITE English*.

Lohnes Watulak, S. (2018, April). *Instructors as brokers of digital learning opportunity: Exploring brokering practices in connected teacher education classrooms*. Poster presented at the annual meeting of the American Educational Research Association, NY, NY.

Lohnes Watulak, S., McQuitty, V., & Runciman, J. (2018, March). *Voice and choice in teacher professional learning: Designing the writing-as-making MOOC*. Poster presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Lohnes Watulak, S., McQuitty, V., & Runciman, J. (2018, March). *Examining teacher learning in a writing-as-making MOOC*. Symposium presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Towson, MD.

Long, M. & Martin, A.C. (2018) Cookie Rubrics at the County Fair. Presentation for AFACCT Conference, January 11, 2018, Arnold, MD

Martin, A.C. & Galloway, J.C. (2018) Escape This Workshop! Using Escape Rooms in Instruction and Professional Development. Presentation for AFACCT Conference, January 11, 2018, Arnold, MD

Mills, K., Seligman E., & Ketelhut, D.J. (2017). Idea bank: Using apps that support scientific practices. National Science Teachers Association. *The Science Teacher*. 18 (9).

RECENT SCHOLARSHIP

McGinn, A., Song, L. (2018, March). Teacher experiences with professional development for technology integration at a k-12 independent school: a multi-case study. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Parrish, A., Sadera, W. (2018, March). A Delphi Study to Develop an Inventory of Competencies needed to facilitate instruction in student-centered, 1:1 learning environments. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Parrish, A., Sadera, W. (2018, April). A Delphi Study to Develop an Inventory of Competencies needed to facilitate instruction in student-centered, One-to-One learning environments. Poster presented at the annual meeting of the American Educational Research Association, NY, NY.

Pautz, S. and Schiner, N. (2018, March). Redefining learning spaces: The BCPS Mobile Innovation Lab. Poster presentation at ASCD Empower18, Boston, MA.

Pautz, S. and McNulty, T. (2018, Feb). Interdependence in a digital ecosystem: Academics, instruction, and innovation. Workshop presented at the National Conference on Digital Convergence, Jacksonville, FL.

Pautz, S. and Sadera, W. (2018, June). A first-year principal's experience leading a one-to-one computing initiative. Upcoming research round table at Society for Information Technology & Teacher Education International Conference 2018, Chicago, IL.

Schmier, S., Johnson, E., & Lohnes Watulak, S. (2018). Going public: Exploring the possibilities for publishing student interest-driven writing beyond the classroom. *Australian Journal of Language and Literacy*, 41(1), 57-66.

Shaheen, N., Lohnes Watulak, S. (2018, March). Technology accessibility: a social justice concern for k-12 instructional technology and teacher education. Poster presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Song, L. (2018, March). Improving preservice teachers' self-efficacy on technology integration through service learning. Paper presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

Stansbury, J. A (2018, March). Play on: Using games to enhance learning in the classroom. Invited teaching talk for Towson University's Smarter Not Harder Series, College of Health Professions. Towson, MD.

Stansbury, J. A., & Earnest, D. R. (2018, March). Gamification and the publication game. Invited teaching talk for Towson University's Office of Academic Innovation. Towson, MD.

Tucker, S., Summers, K., McGowan, T., & Klimas, C. (2018). Evaluating the Benefit of Accordion Web Elements for Low Literacy Populations, Human Computer Interaction International 2018, Las Vegas, NV. July 15-20 2018.

Tucker, S., Lin, N., Hinegartner, P., & Ceraul, R. (2017, July). *Building a Legacy for Tomorrow: A Collaboration Model to Support Robust Digital Archives*. Poster Session presented at the American Association Colleges of Pharmacy Annual Meeting. Nashville, TN.

Tucker, S., Polli, J., Coop, A., Bondy, M.J., Rietschel, M. (2017, July). *Ensuring Quality in Online Graduate Education Using the Quality Matters Rubric*. Poster Session presented at the American Association Colleges of Pharmacy Annual Meeting. Nashville, TN.

Twiss, L. (2018, April). How urban youth use digital tools at community technology centers (ctcs) to support the development of civic engagement pathways. presented at the annual meeting of the Society for Instructional Technology in Teacher Education, Washington, D.C.

2018-2019 INSTRUCTIONAL TECHNOLOGY CONFERENCES

Below is a list of the upcoming conferences of which we are aware. We apologize if a conference that you are looking for is not listed. If you know of other conferences that are not included, please feel free to post them on Blackboard.

American Educational Research Association

(AERA) Annual Meeting

April 13– April 17, 2018

New York City, NY



Maryland Society for Educational Technology

(MSET) Conference

May 3–4, 2018

Ocean City, MD



International Association of School Librarianship (IASL) Conference

May 6– 11, 2018

Istanbul, Turkey

Proposal Deadline: April 23, 2018



International Society for Technology in Education (ISTE) Conference

June 24– 27, 2018

Chicago, IL

Proposal Deadline: April 27, 2018



World Conference on Educational Media, Hypermedia, & Telecommunications (ED-MEDIA) Conference

June 25– 29, 2018

Amsterdam

Proposal Deadline: December 18, 2017



International Educational Technology Conference

August 8-10, 2018

Indiana University, Bloomington, IN

Proposal deadline: August 3, 2018

E-Learn Conference

October 15-18, 2018

Las Vegas, NV

Proposals Due: June 1, 2018

Association for Education Communications & Technology International Convention (AECT)

October 23– 27, 2018

Kansas City, MO

Proposal Deadline: TBA

Eastern Educational Research Association (EERA) Annual Conference

February 20-24, 2019

Myrtle Beach, SC

Proposal deadline: TBA

Society for Information Technology & Teaching Education (SITE) Conference

March 18– 22, 2019

Las Vegas, NV

Proposal deadline: Fall 2018



Opportunity to Present If you are interested in presenting at a conference, the Graduate Student Association (GSA) allots a portion of the GSA budget to be used specifically for funding student research and professional development. This includes but is not limited to presentations of a paper or project, research and original work, and attendance at a conference. The grant award for presenting is often in the amount of \$500, and smaller amounts may be awarded for attending a conference, research, and original work. The ISTC department may also have resources available to support your work. Please contact your program director for more information. If you are interested in taking advantage of the GSA opportunity or for more information about the GSA Award and application process, please visit <http://grad.towson.edu/qsc/gsa/awards.asp>.



INSTRUCTIONAL TECHNOLOGY GRADUATE FACULTY & STAFF INFORMATION

MAIN OFFICE—FAX	410-704-4227	HH	216
DR. GILDA MARTINEZ-ALBA, Chairperson	x 4-4018	HH	216A
MRS. RUTH HIPKINS, Administrative Assistant	x 4-2576	HH	216
DR. GAIL BAILEY, Clinical Assistant Professor	x 4-2135	HH	107P
MS. BONNIE MARAS BROWN, Lecturer	x 4-3293	HH	102G
Dr. ROBERT CAPLES, Visiting Assistant Professor	x 4-2579	HH	107P
MS. DEBORAH FULLER, Director, Education Technology Center	x 4-2542	HH	210D
DR. JEFF KENTON, Associate Professor	x 4-4226	HH	102E
DR. QING LI, Professor	x 4-4631	HH	404C
DR. SARAH LOHNES WATULAK, Associate Professor	x 4-2545	HH	221
DR. FRAN LUTHER, Assistant Professor	x 4-4537	HH	315
DR. SCOT MCNARY, Associate Professor	x 4-4835	HH	102F
MRS. SUZANNE OBENSHAIN, Lecturer	x 4-3144	HH	211
DR. DAVID ROBINSON, Asst. Professor School Library Media Program Director	x 4-6301	HH	204A
DR. WILLIAM SADERA, Professor, Doctoral Program Director	x 4-2731	HH	222
DR. REBECCA SHARGEL, Associate Professor	x 4-2617	HH	413F
MR. DUANE SMITH, IT Manager	x 4-2575	HH	210A
DR. LIYAN SONG, Professor, Master's Program Director	x 4-5751	HH	102D
DR. LISA TWISS, Lecturer	x 4-3473	HH	203
DR. DAVID WIZER, Professor	x 4-6268	PSY	200
MS. CHERYL WOOD, Lecturer	x 4-2687	HH	211

GRADUATE ASSISTANTS

Clare Bailey, Doctoral Program	HH 222	cbaile16@students.towson.edu
Ashley Pinter, Master's Program	HH 211	apinte1@students.towson.edu