

Curriculum Vitae for Steven C. Schatz

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Hartford: uhaweb.hartford.edu/schatz **Consulting:** www.dopss.com

Education

Ph.D., Instructional Systems Technology, Minor Library and Information Science Indiana University 2004

Course of study includes information systems, performance improvement, meta data, knowledge management, communities of practice, systemic change, online collaboration, informatics and database design.

Dissertation: An examination of evaluation methods for comparing two information retrieval systems supporting teacher performance

Masters of Arts, Education

Department of Instructional Technologies, San Francisco State University.
January, 1993 Outstanding Student 93-94.

Bachelor of Arts, Government

University of Texas, Austin 1977. Cum Laude. Focus on American Government and survey research.

Funded research

Advanced Distributed Learning Net – Model for SCORM use in performance support

New office of performance within the ADLNet to develop tools to identify potential performance support needs and offer guidelines for the use of learning/performance objects to meet needs. 6 month consultancy.

NCREL - Effective search within an existing repository of educational support tools.

One year, \$80 K project with **North Central Educational Research Lab** to develop a unique meta tag schema and implement a profiling sifter technology.

Navy – Develop prototype performance support portal. Recommend functionalities to support knowledge transfer and support. \$15 K 4 month project with **Naval Weapons Station** to establish parameters for an electronic knowledge/performance portal. On site task analysis. Development work with Crane supervisory and programming staff.

Research Associate Indiana University IST Department

Special project two year project within a three year NSF funded grant creating an

internet based professional development support community for secondary pre and in service teachers in Indiana. Work involves watching, recording and detailing the process of the development of the organization and it's artifacts with a social shaping of technology lens.

Dean's Research Grant - Call Me Tomorrow: Implications of Timely Analysis and Feedback

Technical advisor and co-PI for grant to study the use of new technologies to support strategies of improving reading instruction through rapid feedback. Study of both technology and the effect of timely feedback on practice.

Teaching and Training experience

NCATE Coordinator University of Hartford 6/2007- 5/2009

Faculty training in data driven decision making (D3M)

Plan and conduct unit level workshops supporting D3M and the accreditation process

Work with state and national standards boards to ensure compliance

Write, Revise, Consult in partnership with departments across the unit to meet accreditation requirements

Strategic planning on department, unit, and university levels to support unit evolution

Assistant Professor, Educational Technology University of Hartford

2004 – 5/2009

Developed and taught:

CT 243 - Using Technology to support education (CT 243) – Undergraduate, required for pre service.

EDT 670 - Technology and Educational Reform – Graduate.

EDT 618 - What every Educational Technology Coordinator Needs – Graduate.

EDT 666 - Instructional Design – Graduate. Required course.

EDT 620 - WWW Across the Curriculum – Graduate.

EDT 610 – Effective Use of Technology in Education and Learning – Graduate.

Service:

Advising – Graduate and Undergraduate students

Faculty Development: Data driving Decision Making Workshops for faculty.
Implementation and support of online data gathering tool
Integration of technology in teaching
Lab manager for education computer lab.

Indiana University 2002/2003 Knowledge Management Co-taught with Tom Schwen

Provided technical expertise throughout class and mentored examination and use of KM tools. Several lectures on learning objects and EPSS. Supported class work and discussion of knowledge as process.

Adjunct Faculty San Francisco State University 1995 - 1998

Graduate course Using Computer Graphics in Instruction. Department of Instructional Technologies Web Based Training: Theory and Practice – DIT Extended Ed Classes

Web Based Training Consultation, Design and Production - Varsity.com

\$40 K, 3 month project. Instructional design, information design, rapid prototyping, production, rapid summative evaluation. Software tool training with soft skill component for dot com company. Over 10,000 trained with excellent terminal behavior sustained over time. All instructional goals met and exceeded.

Corporate Trainer and Consultant – Software and Design Skills

Several years of short term projects. Effective Design, Production and Delivery of Electronic Presentations.
Specific multimedia and presentation software training including Astound, PowerPoint, sound editors, graphic editors.
Clients include VISA, Sprint, Reef, Inacom, Marcus & Millichap, Time Insurance

PowerStart CD ROM & Video Tutorials

Minimalist instruction for software tools. Unique methodology using Show/Do/Cue technique. Hundreds of copies sold. Design, production and marketing of 16 products.

Las Positas Community College – Educational Technology Consultant

Faculty technology support and training. Workshops and consultation for faculty use of technology in support of education.

Workshops for in-service teachers in Oregon, Washington, California

Building Presentations, Planning Presentations, Designing and Building WBT, Writing process, authoring process, technology in education, multimedia.

Curriculum/Program Developer – Center for Electronic Art

Complete revision of existing curriculum of a private post secondary institution. Creation of two new programs of study. Successfully guided school through state certification process. Developed successful collaboration including course sharing with Master's program at San Francisco State University.

Curriculum Guide, Apple Computer

Using technology, computers and the writing process to support writing throughout the curriculum -- Grades 5 – 12.

Presentations

- AECT 2008** Association for Educational Communications and Technology – National Conference. Concurrent Session: Dynamic Online Performance Support Systems – A New Class of Learning Intervention for the Information Age
- AECT 2008** Co-Presenter. Concurrent Session: Train Wreck or Touchdown? Changing Practice with Socio-technical Implementation of Web – based Tools for Data Driven Decision Making in Pre-Service Teacher Education Faculty
- CT ASTD 2006
OJT Conference** Invited Speaker – Plenary Session – Gardening in the Information Thicket: New technologies to support OJT.
- MASS CUE 2006** TeachersHelpDesk.com Dynamic Online Performance Support System for educator’s professional development.
- CECA 2006** Invited presentation. Using camtasia and captivate in support of professional development.
- AERA 2005** Improving Learning Object Schemas and Performance Support Systems Through Information Retrieval Evaluation Division C Learning and Instruction
Unique Meta Data Schema in a Performance Support System - Workplace Learning SIG
- TechLearn 2004** The trouble with training is training. A new class of online performance improvement interventions
- Distance Learning** Dynamic Online Performance Support Systems for educators. Introducing Teachers Help Desk
- ADL Performance
2004** Invited presenter for military and government associated **PlugFest** companies using ADL SCORM to increase performance.
- ELearn 2003** Dynamic Online Performance Support Systems: Methods and reasons for a new class of performance support tools
- AERA 2003** Discussant for two sessions for the Workplace Learning SIG
- AERA 2002** Effects of HPT on developing functions and unique meta tagging schemas for a Performance Support Portal
- ISPI National 2002** Harnessing Learning Objects in a Performance Support Portal
- Samsung** Special presentation for visiting Samsung managers. Introduction to learning objects and performance portals

Distance Ed 2001	Learning Objects Phase II – Performance Portals
AERA 2001	The Internet Learning Forum: Conceived as a Socio-Technical Interaction Network. Joint presentation with Sasha Barab
Plugfest 2000	Investigating a New Paradigm for Learning. Paper presented at ADL’s Plugfest in Madison, Wisconsin. Panel presentation with Eric Roberts and Dan Rehak on using Knowledge Bits in Instructional Design
California CUE	Computer Using Educators. Show/Do/Cue method for fast and effective Training Design
Training ’99	1) Creating Online Learning Spaces. 2) Harnessing the Power of Interactivity – A New Model for Design
Online Learning	Fast, Effective Web Based Skill Training – Tools and Techniques
ASTD National	Electronic Presentations – Using Idea Clusters for Effective Communication
ASTD Technologies	Effective Web Based Training presentation for instructional designers

Publications

Improving Performance Support Systems through Information Retrieval Evaluation. (2006) Schatz. *Journal of Interactive Learning Research* (17):4 , p 407-423.

Designing Performance Interventions for the Information Age: DOPSS Functions and the USE Method. (2006) Schatz and Schwen. *Performance Improvement Quarterly* (19)2, p 189-210.

Unique Meta- Data Schemas: A model for user-centric design of a performance support system. (2005) Schatz. *Educational Technology Research and Development* (53)4, p. 69-85.

A Little DOPSS will do you: A New Class of Performance Intervention. (2004) Schatz. *Performance Improvement* (43)1, p. 30-35.

A Matter of Design: Proposal to encourage the evolution of design in instructional design. (2004) Schatz, *Performance Improvement Quarterly* (16)4, p. 59-76.

Using activity theory to conceptualize online community. (2004) Barab, Schatz, and Scheckler. *Mind, Culture and Activity* (11),1, p. 25-47.

Meta Tagging Knowledge Bits: A Model for Instructional Designers Schatz, 2002,

Featured article on IMS site – www.imsproject.org.

Show/Do/Cue: A model for introductory software instruction Schatz, 1998, Encyclopedia of Library and Information Science, Volume 62, Supplement 25.

Show/Do/Cue : A model for training use of software tools. (1996)Schatz, *Technological Horizons in Education Journal (24)2*, p 86-90.

Illuminating the Braids of Change in a Web-Supported Community: A Design Experiment by Another Name. Barab, Baek, Schatz, Schekler, Moore, and Sluder. Chapter to appear in Kelly and Lesh, *Design-Based Research II*.

Service

Becket Athenaeum – Computer training, consultation, management of information services. Implementation of technology supporting \$80 K grant for after school mentoring. 2009-2010

Becket Athenaeum Board of Trustees – member, organizational consultant, finance committee member, representative to local town councils. 2009-2010.

University of Hartford – Data driven decision making using Live Text. Developed and delivered a series of workshops and interventions to support the use of a web-based assessment tool and change of practice for faculty to implement D3M. 2006, 2007, 2008, 2009.

CT Department of Education, Commission for Ed Tech, Professional Development Advisory Board Invited Member

Connecticut Coalition to End Homelessness Consultant for effective use and support of the implementation of on line data collection tool.

E-read Ohio Consultant for design and implementation of meta tag system for statewide literacy programs.

University of Hartford Education Lab Manager. Scheduling, coordinating student monitors, hardware and software selection, setting direction. As of Summer, 2007 provided these services without course release. 2004-5/2009.

University of Hartford Coordinator, Live Text Implementation – Point person for design of implementation and use of online system supporting NCATE goals of data driven decision making across 40 full time and adjunct faculty members and 300 students. 2005-2006

University of Hartford Committees and support work. 2007 – Assisted with registration. Represented program at two graduate open houses. Serve on

graduate admissions committee.

University of Hartford NCATE coordinator. Support use and implementation of D3M throughout the school of ENHP. Support use of live text and preparation for NCATE accreditation visit. Developing and supporting use of data gathering, analysis, and dissemination.

University of Hartford – Program Development Learning Innovation, and Performance Program: 12 credit, two semester certificate program for working professionals. Instructional design, performance support. A mixture of theory and skills.

AERA Workplace Learning SIG – Membership chair 2001 – 2003. Bulletin editor 2003. Webmaster 2003 – present

University of Hartford Graduate Affairs Committee - University of Hartford, 2005 - 2006

University of Hartford Special Committee for information security policy - University of Hartford 2005-2006

University of Hartford Faculty In-service – Effective PowerPoint – University of Hartford 2005

Awards

University of Hartford – Special Technology Need Grants - \$22,500 2008

University of Hartford – Technology For Innovation Grant - \$3,000 2005 – 2006

Indiana University – Kemp Research Grant \$4,500 to study the development of a user – centric performance support system. 2004- 2005

Indiana University – Larson Travel Grant – Present at AACE ELearn Conference

Indiana University – Kemp Award for research innovation.

Indiana University – Service Award for teaching support.

SFSU Outstanding student - Instructional Technologies Masters program. 1994