

VICTORIA LYNN LOWELL, PHD

Clinical Associate Professor

Email: vllowell@purdue.edu

1. Academic Record

Education

- 2009 Doctorate of Philosophy (Ph.D.), in Education, Regent University
Concentration: Distance Education
Concentration: Higher Education - Research and Institutional Planning
- 2004 Master's of Education (M.Ed.), University of Hawaii
- 1998 Post-Baccalaureate Teacher Education Program, University of Hawaii
Specialization: Secondary Education Social Studies
- 1994 Bachelor of Arts (B.A.), Virginia Wesleyan College
Major: History

2. Academic Appointments

- 2018- Present: Purdue University, West Lafayette, Indiana
Clinical Associate Professor of Curriculum and Instruction, Learning Design and Technology
- 2012 – 2018: Purdue University, West Lafayette, Indiana
Clinical Assistant Professor of Curriculum and Instruction, Learning Design and Technology
- 2012-2017: Purdue University, West Lafayette, Indiana
Program Convener, Online MSED in Learning Design and Technology
- 2011-2012: Regent University, Virginia Beach, Virginia
Director of Professional Licensure Programs
- 2009-2011: Regent University, Virginia Beach, Virginia
Director of Continuing Education & Instructional and Web Technologies
- 2005-2009: Regent University, Virginia Beach, Virginia
Instructional Designer
- 2003-2009: Regent University, Virginia Beach, Virginia
Curriculum Technology Support Coordinator
- 2002: University of Hawaii, Honolulu, Hawaii
Research Fellow

1999-2003: Kamehameha High School, Honolulu, Hawaii
High School Teacher

1998-2003: Kamehameha Middle School, Honolulu, Hawaii
Middle School Teacher

3. Licenses, Registrations, and Certifications

- 2012 Online Instructional Design Certification, Regent University
- 2011 Blackboard Course Management System 9.1, Regent University
- 2007 Certificate of Advanced Graduate Studies, Major: Distance Education, Regent University
- 2007 Certificate of Advanced Graduate Studies, Major: Higher Education Research and Institutional Planning, Regent University
- 2006 Doctoral Teaching Certificate, Regent University
- 2006 Blackboard Course Management System, Regent University
- 2005 Certified Internet Web Professional: Master CIW Designer
 - Certified Internet Web Professional: E-Commerce Designer - August 2005
 - Certified Internet Web Professional: Professional - March 2005
 - Certified Internet Web Professional: Associate - November 2004
- 1998 Teaching Certification - Secondary Education, University of Hawaii

4. Citations in Biographical Works

- [Research Gate](#)
- [ORCID: 0000-0002-0300-5304](#)
- [Scopus: Author ID - 35192513400](#)
- [Who's Who in Education](#)
- [Google Scholar Profile](#)

6. Awards and Honors

- 2019 **Best Research Paper Award – American Educational Research Association (AERA) – SIG 35: Online Teaching and Learning:** “Enhancing academic self-efficacy in online settings: a systematic review”
- 2018 **Distance Education Book Award - Association for Educational Communications and Technology (AECT) – Division of Distance Learning – Awarded 1st Place:** *Leading and managing e-Learning: What the e-Learning leader needs to know.* Springer.
- 2017 **Distinguished Alumni Award** – Learning Design and Technology program - University of Hawaii
- 2017 **Best Concurrent Presentation Award – Association for Educational Communications and Technology (AECT) – Division of Organizational Training and Performance – Presentation title:** “Professional training in the multigenerational office for skill development - generational attitudes toward technology and learning”
- 2017 **Teaching for Tomorrow Fellowship Award, junior faculty** (Purdue University, 2016-2017)

- 2016 **Best Practices Award – Association for Educational Communications and Technology (AECT) – Division of Distance Learning – Awarded 2nd Place –** “Building a collaborative online learning community through the development of professional and interpersonal competencies”
- 2016 **Excellence in Distance Learning Award – for a Graduate Credit course -** Presented by the Office of Digital Education and the Provost, Purdue University – Course: EDCI 569 – Introduction to E-Learning
- 2015 **Association for Educational Communications and Technology (AECT) Cross-Cultural Research Award** — Award given for an outstanding scholarly work submitted to AECT that addresses cross-cultural or cross-national issues that have implications in the field of educational technology. Awarded for conference paper, “acculturation into a collaborative online learning environment.”
- 2015 **McJulien Scholar Best Research Paper Award, Association for Educational Communications and Technology (AECT), Division of Culture and Technology** — Awarded to a paper discussing a theoretical construct or research that could guide further research and/or development in nexus of Culture, Learning and Technology. Awarded for conference paper, “Acculturation into a collaborative online learning environment.” AECT Division of Culture, Learning and Technology.
- 2015 **Wiley Teaching Fellows Award** – Wiley (Wiley, 2013-2015)
- 2009 **Outstanding Graduate of Doctorate of Philosophy in Education.** GPA 3.9, Dual concentration in Distance Education and Higher Education Research and Institutional Planning, – Regent University
- 2008 **Distinctive Service Award** - Regent University
- 2006 **Promotional Excellence Award** - National Association of Graduate Schools Admissions Professionals. Category: Winning Strategies for Web Design
- 2005 **The American Association of Webmasters Gold Award – Regent University –** School of Psychology and Counseling website
- 2002 **Research Fellow**, Educational Technology Program, University of Hawaii.

7. Memberships in Academic, Professional, and Scholarly Societies

- 2013 – Present Association for the Advancement in Computing Education (AACE)
- 2012 – Present Association of Educational Communications and Technology (AECT)
- 2013 – Present American Association of Educational Research (AERA)
- 2008 – Present Counselor Educators in Second Life (CESL)
- 2007 – Present Online Learning Consortium (Previously - Sloan Consortium)
- 2007 – Present Association of Virtual Worlds
- 2007 – Present Microsoft Online Research Panel
- 1993 – Present Phi Alpha Theta Honor Society
- 1993 – Present Omicron Delta Kappa Honor Society

A. DISCOVERY

A1. Published Work

† Denotes authorship with current or former students

* Denotes principal authorship in multi-authored works

1. Refereed Journal Articles

1. †***Lowell V. L.**, & *Morris, J. (2019). Leading changes to professional training in the multigenerational office: Generational attitudes and preferences toward learning and technology. *Performance Improvement Quarterly*. doi: 10.1002/piq.21290
2. †***Lowell V. L.**, & *Morris, J. (2019). Multigenerational college classrooms: Equity and learning with technology. *The International Journal of Information and Learning Technologies*, 36(2), 78-93. <https://doi.org/10.1108/IJILT-06-2018-0068>. Retrieve from <https://www.emeraldinsight.com/eprint/YxJ3ikSqZAdix63q4KyT/full>
3. †***Lowell, V. L.**, & *Ashby, I. V. (2018). Supporting the development of collaboration and feedback skills of instructional designers. *Journal of Computing in Higher Education*, 30(1), 1-21. doi:10.1007/s12528-018-9170-8
4. †***Lowell V. L.**, & *Alshammari, A. (2017). Experiential learning experiences in an online 3-D virtual environment for skill development: Interviewing and mental health diagnosis role-playing. *Educational Technology Research and Development* 67(4), 825-854. doi: 10.1007/s11423-018-9632-8
5. ***Lowell, V. L.**, & *Exter, M. (2017). Leading a collaborative effort: Providing effective training and support for online adjunct instructors. *International Journal of Designs for Learning*, 8(2), 59-79.
6. †*Yang, S., & ***Walker, V.** (2015). A pedagogical framework for technology integration in ESL classrooms: The promises and challenges of integration. *Journal of Educational Multimedia and Hypermedia*, 24(2), 179-203.
7. ***Walker, V. L.**, & *Rockinson-Szapkiw, A.J. (2009). Educational opportunities for clinical counseling simulations in Second Life. *Innovate: Journal of Online Learning*, 5(5). <http://nsuworks.nova.edu/innovate/vol5/iss5/>
8. **Walker, V. L.** (2009). 3D virtual learning in counselor education: Using Second Life in counselor skill development. *Journal of Virtual World Research*, 2(1). <https://journals.tdl.org/jvwr/article/view/423/463>.
9. *Rockinson-Szapkiw, A.J., & ***Walker, V. L.** (2009). Web 2.0: Facilitating interactivity and collaborative relationships in an online human service counseling skills course. *Journal of Technology in Human Services*, 27(3), 175-193. doi:10.1080/15228830903093031
10. **Walker, V.**, & Rehfuß, M. (2008). Using e-portfolios in a counseling distance learning program. *Journal of Technology in Counseling*, 5(1). http://techcounseling.net/Archive/Vol5_1/Walker.htm

2. Books and Book Chapters

a. Books

*Pina, A., ***Lowell, V. L.**, & Harris, B. (Eds.) (2017). *Leading and managing e-Learning: What the e-Learning leader needs to know*. Springer Publishing.

b. Book Chapters

1. ***Lowell, V. L.**, & *Hanshaw, G. (2019). Improving performance, self-efficacy, and motivation: Structured online training and authentic learning. In J. Stefaniak (Ed.) *Cases on Learning Design and Human Performance Technology*. Hershey, PA, USA: IGI Global.
2. *Hanshaw, G., & ***Lowell, V. L.** (2019). Leading edge training for leading edges: Experiential learning to improve human performance and product quality. In J. Stefaniak

(Ed.) *Cases on Learning Design and Human Performance Technology*. Hershey, PA, USA: IGI Global.

3. ***Lowell, V. L.**, *Pina, A., & Harris, B. (2017). Introduction: What the e-Learning leader needs to know. In A. Pina, **V. L. Lowell**, & B. Harris, (Eds.). *Leading and managing e-Learning: What the e-Learning leader Needs to Know*, Springer Publishing. xvii-xxiii.
4. **Walker, V. L.** (2014). Leveraging technology for scholarship. In A. Rockinson-Szapkiw, & L. Spaulding (Eds.), *Navigating the doctoral journey: A handbook of strategies for success*. Rowan and Littlefield Publishing. 77-84.

3. Refereed Conference Proceedings

1. †*Ashby, I. V., & **Walker, *V. L.** (2015). Acculturation into a collaborative online learning environment. 38th Annual Proceedings of the Annual Convention of the Association of Educational Technologies, Volume 2: Selected Papers on the Practice of Educational Communications and Technology, Indianapolis, Indiana.
<https://files.eric.ed.gov/fulltext/ED570118.pdf#page=8>
2. **Walker, V. L.** (2009). Traditional and 3D virtual learning activities: Evaluating cognitive, affective, and psychomotor learning. Learning Technologies Conference, Mooloolaba Queensland, Australia. http://www.learningtechnologies.com.au/files/Walker_LT2009.pdf.

4. Other Publications

1. **Walker, V. L.** (2010, January). Displaying leadership when responding to new technologies. Thoughts on the Matter. *Christian Leader*. Regent University. p. 3.
https://www.regent.edu/publications/cl/pdfs/christianleader_springwinter_2010-fau.pdf
2. **Walker, V. L.** (2007, June 18). Developing a distance learning ePortfolio system. *The eLearning Guild, Learning Solutions e-Magazine*, 1-10.
3. Bruce, S. & ***Walker, V. L.** (2006, Fall). NAGAP 2006 Promotional Excellence Award Recipient: Winning Strategies for Effective Web Design. *Perspectives Newsmagazine*, 18(4), 12-14.

5. Unpublished Works

a. In Press

1. ***Lowell, V. L.**, & *Moore, R. (in press – Publish date May 2020). Designing for authentic learning in online courses: Developing instructional designers' practical knowledge and skills for real world projects using rapid prototyping. *TechTrends*
2. †*Yang, M., **Lowell, V. L.**, Talafha, A., & Harbor, J. (in press – Publish date Jan 2020). Transfer of training, trainee's attitudes and best practices in training design: A multiple-case study. *TechTrends*.

b. Under Review

3. †*Alamari, H., ***Lowell, V. L.**, Watson, B. & Watson, S. (under review). Using personalized learning as an instructional approach experiences to motivate learners in online higher education: Learner self-determination. *Journal of Research on Technology in Education*.
4. †***Lowell, V. L.**, & *Long, Y. (under review). Individual characteristics and willingness to provide peer feedback in a collaborative online learning environment. *Internet and Higher Education*.

5. †*Lowell, V. L., & *Yang, M. (under review). Authentic learning experiences in a new online instructor mentoring program: Improving instructor performance, skills, and self-efficacy.
6. †*Lowell, V. L., & *Alamari, H. (Under review). Personalized learning in online higher education to motivate and engage learners: Humanizing online learning. In E. Sengupta, P. Blessinger, & S. Reshef, (Eds.), *International Perspectives on the Role of Technology in Humanizing Higher Education*, Emerald Group Publishing.
<https://www.emeraldinsight.com/series/ihtel>
7. Richardson, J.R., Leftwich-Ottenbreit, Brush, Karlin, Shelton, Leary, Lowell*, Exter, & Shin. (Under review). Innovations in instructional design and technology programs: A view from PIDT 2018. *TechTrends*.

A3. Dissertations and Theses

1. **Walker, V. L.** (2009). *Using three-dimensional virtual environments in counselor education for mental health interviewing and diagnosis: Student perceived learning benefits*. (Doctoral dissertation, Regent University). ProQuest Direct Complete database. (UMI 3374779). Retrieved from <http://gradworks.umi.com/3374779.pdf> - Chair - Dr. Jason Baker
2. **Walker, V. L.** (2004). *Integrating video in electronic portfolios*. (Masters thesis, University of Hawaii). ERIC Database. (ED490538). Retrieved from <http://www.eric.ed.gov/PDFS/ED490538.pdf> - Chair Dr. Paul McKimney

B. Invited Conference Presentations

† Denotes authorship with current or former students

* Denotes principal authorship in multi-authored works

B1. International and National

1. **Walker, V. L.** (2009, November 19). *Traditional and 3D Virtual Learning Activities: Evaluating Cognitive, Affective, and Psychomotor Learning*, Learning Technologies Conference, Mooloolaba Queensland, Australia.
2. **Walker, V.** (2009, March 16). *Virtual Worlds & Second Life: Exploring an Immersive Virtual Environment for Education*. ACCESS/ Next Step Conference, Virginia Beach, Va.
3. **Walker, V.** & Bruce, S. (2007, April 27). *Website (Re)-Design: Key Considerations and Lessons Learned*. National Association of Graduate Schools Admissions Professionals Conference, Orlando, Fl.

B2. Conference Presentations

a. Refereed International and National

1. **Lowell, V. L.** (2019). *Creating and evaluating accessibility modules for novice instructional designers: Evaluation of the instruction and the impact on the design choices*. Visualization in Science and Education Conference, Maine.
2. †***Lowell, V. L.**, *Farmer, T. *Yang, M., & *Long, Y. (2019). *Designing for online learning accessibility: An instructional design project*. Association of Educational Technology and Communication International Conference,

3. †***Lowell, V. L.**, *Farmer, T. *Yang, M., & *Long, Y. (2019). *Creating accessibility modules for instructional designers*. Association of Educational Technology and Communication International Conference, Design and Development Showcase.
4. †*Farmer, T., & ***Lowell, V. L.** (2019). *Enhancing academic self-efficacy in online settings: A systematic review*. American Education Research Association International Conference, Toronto, Canada.
5. †***Lowell, V. L.**, & *Long, Y. (2019). *Individual characteristics, learning motivation and willingness to provide and receive peer feedback in a collaborative online learning environment*. American Education Research Association International Conference, Toronto, Canada.
6. †***Lowell, V. L.**, & *Morris, J. (2017, November). *Professional training in the multigenerational office for skill development: Generational attitudes toward technology and learning*. Association of Educational Technology and Communication International Conference, Jacksonville, FL.
7. †***Lowell, V. L.**, & *Yang, M. (2017, November). *Purposeful formation of online learning culture: Impact on learner self-identity and social presence, for the development of community*. Association of Educational Technology and Communication International Conference, Jacksonville, FL.
8. *Pina, A., & ***Lowell, V. L.** (2017, November). *Leading and managing e-learning: What the e-learning leader needs to know*. Association of Educational Technology and Communication International Conference, Jacksonville, FL.
9. †***Lowell, V. L.**, & *Ashby, I. (2016, October). *Development of professional self-efficacy in novice instructional designers through collaborative learning experiences*. Association of Educational Technology and Communication International Conference, Las Vegas, NV.
10. †***Lowell, V. L.**, & *Ashby, I. (2016, October). *Developing the professional competencies of instructional designers in a collaborative online learning environment*. Association of Educational Technology and Communication International Conference, Las Vegas, NV.
11. †***Lowell, V. L.**, Ashby, I, Young, P. & Tu, C. (2016, October). *Culture and identity in online courses - A Panel Discussion - Association of Educational Technology and Communication International Conference, Las Vegas, NV.*
12. †*Ashby, I., & ***Lowell, V. L.** (2016, October). *Nurturing the culture of learning in an online environment through an in-depth course redesign*. Association of Educational Technology and Communication International Conference, Las Vegas, NV.
13. †***Walker, V. L.**, *Lee, D., & *Ashby, I. (2015, November). *Collaborative online learning, peer feedback, and self-regulated learning*. Association for Educational Communications and Technology International Conference, Indianapolis, IN.
14. †*Ashby, I., & ***Walker V. L.** (2015, November). *Acculturation into a collaborative online learning environment*. McJulien Scholar Best Paper Luncheon Presentation. Association for Educational Communications and Technology International Conference, Indianapolis, IN.
15. *Pina, A., *Ciffuentes, L., *Huett, J., & ***Walker, V. L.** (2015, November). *Leading and managing e-learning in higher education: A discussion and exchange*. A Panel Discussion - Association of Educational Technology and Communication International Conference. Indianapolis, IN.
16. ***Walker, V. L.**, & *Exter, M. (2014, November 4). *Creating effective training and support for online adjunct faculty*. Association of Educational Technology and Communication International Conference, Jacksonville, FL.
17. **Walker, V. L.** (2014, October 29). *Developing an effective for training and supporting online adjunct faculty*. International Online Learning Consortium Conference, Orlando, FL.

18. **Walker, V. L.** (2014, October 29). *Development and evaluation of a training and support program for online adjunct faculty*. International Online Learning Consortium Conference, Orlando, FL.
19. ***Walker, V. L., & *Exter, M.** (2014, November 4). *Creating effective training and support for online adjunct faculty*. Association of Educational Technology and Communication International Conference, Jacksonville, FL.
20. **Walker, V. L.** (2014, October 29). *Developing an effective for training and supporting online adjunct faculty*. International Online Learning Consortium Conference, Orlando, FL.
21. **Walker, V. L.** (2014, October 29). *Development and evaluation of a training and support program for online adjunct faculty*. International Online Learning Consortium Conference, Orlando, FL.
22. **Walker, V. L.** (2010, September 15). *Evaluating student cognitive, affective, and psychomotor learning during patient interviewing and diagnosis activities*. 2nd Virtual Conference on Counseling.
23. **Walker, V. L.** (2010, September 15). *Evaluating student cognitive, affective, and psychomotor learning during patient interviewing and diagnosis activities*. 2nd Virtual Conference on Counseling.
24. **Walker, V. L.** (2009, September 12). *Simulations and role-playing in second life: interviewing and diagnosing clients in a 3-d virtual environment*. Association for Assessment in Counseling and Education Conference, Norfolk VA.
25. **Walker, V. L.** (2009, September 11). *Integrating Web 2.0 technologies in an online course for improved interaction and learning*. Association for Assessment in Counseling and Education Conference, Norfolk, VA.
26. ***Walker, V. L., & *Rehfuss, M.** (2009, September 11). *Using ePortfolios to evaluate student learning and assist students in marketing their skills*. Association for Assessment in Counseling and Education Conference, Norfolk, VA.
27. **Walker, V. L.** (2009, March 27, 28, & 29). *Using a 3D Virtual environment for improved student learning*. Virtual Worlds Best Practices in Education Conference, Second Life.
28. **Walker, V. L.** (2009, March 19). *3D virtual world learning: using second life in a counseling mental health diagnosis course*. UNC Teaching and Learning with Technology Conference.
29. **Walker, V. L.** (2009, March 16). *Virtual worlds & second life: exploring an immersive virtual environment for education*. ACCESS/ Next Step Conference, Virginia Beach, VA.
30. ***Walker, V. L., & Rehfuss, M.** (2009, September 11). *Using ePortfolios to evaluate student learning and assist students in marketing their skills*. Association for Assessment in Counseling and Education Conference, Norfolk, VA.
31. **Walker, V. L.** (2008, March 12-14). *3D virtual world learning environments (i.e. - Second Life) in blended and online education*. UNC Teaching and Learning with Technology Conference, Raleigh, NC.
32. ***Walker, V. L., Biles, E., & Dominguez, A.** (2007, November 7-9). *Web 2.0 learning objects in online and blended courses*. Sloan Consortium International Conference, Orlando, FL.
33. **Walker, V. L.** (2007, November 7-9). *Virtual world learning objects in online education*. Sloan Consortium International Conference, Orlando, FL.
34. **Walker, V. L.** (2007, April 27). *Website (Re)-design: key considerations and lessons learned*. National Association of Graduate Schools Admissions Professionals Conference, Orlando, FL.

b. Regional

1. **Lowell, V. L.** (April 16, 2019). *Using your educational role in the scholarship of teaching my passion for improving instruction and learning*. Clinical Faculty Professional Development Meeting, Purdue University
2. †***Lowell, V. L., *Farmer, T., *Yang, M., & *Long, Y.** (Jan. 25, 2019). *Creating accessibility modules for instructional designers and instructors: an instructional design project*. Career and Technical Education Seminar Series, Purdue University.
3. †***Lowell, V. L., Mattis, W., & Thompson, A.** (June 6, 2018). *Explore! with experiential learning and augmented reality*, Ignite Lafayette Regional eLearning Conference.
4. †***Walker, V. L., & *Ashby, I.** (March, 4, 2016). *Online course redesign: Creating authentic experiences to support elearning instructional designers*, Instructional Systems Technology (IST) Conference, Redesigning Tomorrow's Learning, Indiana University, Bloomington, IN.
5. ***Walker, V. L.** (2014, September 26). *Collaboration, scaffolding, and peer feedback: supporting the needs of adjunct instructors teaching in an online master's program*. Career and Technical Education Research Seminar, Purdue University.
6. ***Walker, V. L.** (2010, April 24). *Using 3-D virtual world learning environments in education: A discussion of two studies and their implications*. Educator's Conference, Regent University, Virginia Beach, VA.
7. ***Walker, V.L.** (2009, September 12). *Simulations and role-playing in second life: interviewing and diagnosing clients in a 3-D virtual environment*. Association for Assessment in Counseling and Education Conference, Norfolk VA.
8. ***Walker, V. L.** (2009, September 11). *Integrating Web 2.0 technologies in an online course for improved interaction and learning*. Association for Assessment in Counseling and Education Conference, Norfolk, VA.
9. ***Walker, V. L.** (2009, March 19). *3D virtual world learning: Using Second Life in a counseling mental health diagnosis course*. UNC Teaching and Learning with Technology Conference.
10. ***Walker, V. L.** (2009, March 16). *Virtual worlds & Second Life: Exploring an immersive virtual environment for education*. ACCESS/ Next Step Conference, Virginia Beach, VA.
11. ***Walker, V. L.** (2008, March 12-14). *3D virtual world learning environments (i.e. - Second Life) in blended and online education*. UNC Teaching and Learning with Technology Conference, Raleigh, NC.

B3. Other

1. ***Lowell, V. L.** (2016, December 1). *Completing research - online learning*. EDCI 660 - Learning Design and Technology Seminar, Purdue University.
2. ***Walker, V. L.** (2014, April 29). *Online learning – past & present: Not just another stage*. Purdue Women's Club Technology Interest Group.

C. Involvement of Involvement in Graduate Research and Mentoring**C1. PhD Students****a. Chair of Committee/Major Advisor**

1. Zhuo Zhang (Started FA19 - present)
2. Qian Xu (Started FA19 - present)

3. Anu Chandra (FA19 - present)
4. Lucía Ureña Rodríguez - (FA19 - present)
5. Bryan DeWitt (SU19 - present)
6. Mohan Yang – Online Distance Education, Transfer of Learning, HTP (2016-present)
7. Tadd Farmer – STEM, Self- Efficacy (2017-2019)
8. Yishi Long – Motivation, Peer Feedback, Collaboration (2017-2019)
9. Hui-Ching (Kayla) Hsu (2017). *Cultivating Asian Students’ Willingness to Communicate in American Classrooms Using an Online Video-Based Pre-Arrival Course*. Unpublished doctoral dissertation, Purdue University.
10. Sha Yang (2015). *Incorporating interactive electronic storybooks into shared reading programs by kindergarten teachers: a multiple case study*. Unpublished doctoral dissertation, Purdue University.

b. Committee Member

1. Iryna Ashby (Expected 2020). *Competency-Based Education*. Unpublished doctoral dissertation, Purdue University.
2. Dominic Franklin (Undetermined). *Effective Online Academy with ELL Learners*. Unpublished doctoral dissertation, Purdue University.
3. Clark, C. (2019). *Program Curriculum Development for BA degree: Building Information Model within the Purdue College of Technology*. Unpublished doctoral dissertation, Purdue University.
4. Zurek, S. (2017). *Formative Research on an Instructional Design Theory for Fostering Self-Efficacy through Gamification*. Unpublished doctoral dissertation, Purdue University.
5. Albee, B. (2015). *Technology Use of Instructor’s with High Self-Efficacy: A Multiple Case Study*. Unpublished doctoral dissertation, Purdue University.
6. Pai, H. (2013). *Effects of small-group learning on transfer: A meta-analysis*. Unpublished doctoral dissertation, Purdue University.
7. King, P. (2012). *Interactivity as it relates to faculty development, online experience as an instructor or learner*. Unpublished doctoral dissertation, Regent University.

C2. MEd Students

1. Yishi Long (2019)
2. Hui-Ching (Kayla) Hsu (2016)
3. Sha Yang (2015)

C3. Advisor Independent Study

1. 2018, 2019 – Mohan Yang – Online Learning
2. 2018, 2019 – Yishi Long – Motivation / Peer feedback / Online Learning
3. 2018 – Tadd Farmer – Self-Efficacy / Online Learning
4. 2017 - Daeyeoul Lee – Motivation / Online Learning
5. 2015-2016- Hui-Ching (Kayla) Hsu – Researching the potential development of an online foreign language course within the Purdue Foreign Language program
6. 2015 - Daeyeoul Lee – Adjunct faculty training and support and collaborative learning.

C4. Research Projects Involving Graduate Students

- Bryan DeWitt – Accessible Design, Instructor Motivation, Instructor Self-Efficacy

- Hamdan Alamri – Personalized Learning, Academic Motivation, Academic Self-Efficacy
- Tadd, Mohan, Yishi – Accessible Design, Academic Motivation, Academic Self-Efficacy
- Tadd Farmer – Self –Efficacy in Online Environments, comparison of ID models,
- Yishi Long – Peer feedback and Motivation
- Mohan Yang – Online Culture - Collaboration
- Ali Alshammari – Virtual Environments for Collaborative Learning.
- James Morris - Multigenerational Learners and Technology
- Sha Yang – ESL learners and electronic storybooks.
- Hui-Ching (Kayla) Hsu - Online learning and collaborative learning in the development of an online course for learning a foreign language
- Iryna Ashby and Daeyeoul Lee – Course redesign – Social learning, collaboration, community, culture, self-regulation, motivation, self-efficacy.
- Iryna Ashby - Social learning, collaboration, community, culture, self-regulation, motivation, self-efficacy.
- Iryna Ashby and Hui-Ching (Kayla) Hsu - Social learning, collaboration, community, culture, self-regulation, motivation, self-efficacy.
- Matt Boutilier – Collaboration and subject matter experts and instructional designers. Matt is a graduate of our program and currently a PhD student at another university in Canada.

D. Research and/or Training Grants

D1. Externally Funded

1. **Wiley, Enhancement Grant**, 3-4 years (2018-2021); \$36,000 – Title: Wiley - Connected Online Classroom - Funds and support are provided to encourage “innovative ideas that will positively influence student outcomes in online programs”.
2. **Elevate Ventures, Gold Award Grant** (2018); \$80,000 - Award is funded by Elevate Ventures, a private venture development organization, and the Purdue Foundry, an entrepreneurship and commercialization accelerator, for the development of the augmented reality instructional app through Explore! Interactive for STEM education ([News Release](#)).
3. **Silicon Valley Community Foundation & Teach Access, Curriculum Development Award Grant**, 1 year (2018-2019); \$5,000 – Title: Instructional Designers and Accessible Design Principles - Funds are provided “to accelerate the creation and delivery of accessibility-infused college curricula”. “The awards are intended to foster innovative ways of incorporating the teaching of accessible technology into existing courses, rather than triggering development of completely new courses” (Teach Access).

D2. Internally Funded

4. **Purdue College of Education, Synergy Grant**, 1 year (2019-2020); \$1,962.92 – Title: Assisting Teachers and Instructional Staff (IDs etc.) with Understanding and Implementing Practices of Designing for Accessibility – Funds and support are provided to cover travel costs, implementation needs, and refreshments and giveaways for trainings.

E. Current Research Interests, including Projects in Process

Professor Lowell's current research interests include online learning and distance education including social learning (collaboration, social cognitive learning, and self-efficacy) and motivation among online students and faculty, and authentic learning. As the previous administrator for the MEd online program in Learning Design and Technology and Director of Professional Licensure Programs at a previous university, her interests also include leadership and the administration of online programs including faculty training and support, and program evaluation and assessment.

F. Evidence of Interdisciplinary Activity

Professor Lowell's interdisciplinary research activities include collaborations with faculty from fields of computer science, statistics, counseling, psychology, and languages.

Professor Lowell has worked with instructors in the fields of counseling and psychology to research and published several studies in the area of improving student learning using online technologies.

G. Evidence of International and National Activity

G1. Editorial Review Board

- A. 2019-Present - Editorial Board Member - *Cases on Teaching with Online Discussions* with IGI. Editors: Clare Brett and Lesley Wilton.
- B. 2019-Present - Editorial Board Member - *Cases on Learning Design and Human Performance Technology* with IGI. Editor: Jill Stefaniak.
- C. 2017-Present – Editorial Review Board Member - *Responsible Analytics and Data Mining in Education: Global Perspectives on Quality, Support, and Decision Making*, Routledge - <https://big-data-in-education.blogspot.com/p/editorial-review-board.html>

G2. Journal Editor

- A. 2014-2015 - Associate Editor - *Journal of Game-Supported Interactive Learning*. Peer-reviewed journal published by ILCS and MacroWorld Publishers.
- B. 2009-2012 - Editor-in-Chief - *Faith and Therapy Journal*, Regent University

G3. Reviewer for Journals

- A. 2018 – Present – Journal Reviewer, *Journal of Educational Computing Research*
- B. 2018 – Present – Journal Reviewer, *Anatomical Sciences Education*
- C. 2016 – Present – Journal Reviewer, *International Journal of Designs for Learning (IJDL)*
- D. 2012 – Present – Journal Reviewer, *Educational Technology Research and Development (ETR&D)*
- E. 2009 – Present – Journal Reviewer, *Journal of Virtual Worlds Research (JVWR)*

Section B: LEARNING

B1. Courses Taught

Purdue University

EDCI 51300 Foundations of Educational Technology – SU19(1)

EDCI 56800	Partnering with Web-Based Tools for Learner-Centered Environments - SP13(1), SP14(2), SP15(2), SP16, SP17(2)
EDCI 56900	Introduction to E-Learning - SU13(2), SU14(2), SU15(1), SU16(1), SU17(1), SP18(3), SU18(1), SP19(3), SU19(1)
EDCI 57700	Strategic Assessment and Evaluation - FA12(2), FA13(2), FA14(10), FA15(1), FA16(2), FA17(3), FA17(3), FA18(2), FA19(3)
EDCI 59100	Unpacking Research: Writing Literature Reviews – SP19 (1)
EDCI 66000	Learning Design and Technology Seminar - FA15(1), FA16(1), FA17(1), FA18(1)
EDCI 67000	Integrated Portfolio FA13(3), FA14(3)

Regent University

EDCO 800	Qualitative Data Analysis (SU12)
EHEA 805	Advance Research Design and Analysis (SU12)
EHEA 805	Advance Research Design and Analysis (SP12)
EDCO 800	Qualitative Data Analysis (SU11)
EADM 532/632	Technology for Administrators (FA11)
EADM 515	Research Design (FA11)

B2. Courses with Administrative or Supervisory Responsibility – Course Coordinator/Course Lead

During the past three years, Professor Lowell served as the lead instructor (course coordinator) of the following courses.

EDCI 568	Partnering with Web-based Tools for Learner-Centered Environments
EDCI 569	Introduction to E-Learning
EDCI 577	Strategic Assessment and Evaluation

- EDCI 577 is taught each fall. There are usually 8-11 sections of 577 offered each fall.
- EDCI 569 is offered each spring and each summer. There are usually 3 to 4 sections in the spring and each summer there are usually 5 to 6 course sections.
- EDCI 568 is taught each fall and each spring. There are usually 2 sections in the fall and in the spring there are 2 to 3 course sections.

B3. Contributions to Course and Curriculum Development

As the lead instructor of the following courses, Professor Lowell revised and in some case completed restructured courses adding new teaching methodologies, projects and activities. She reviewed the formal evaluations, both mid-term and final, so she could make modifications to the courses as needed. She also oversaw the other instructors teaching other course sections providing assistance and mentoring as needed.

EDCI 577 – Strategic Assessment and Evaluation – Professor Lowell completed a course redesign of the course content, the course structure and instructional methodology.

EDCI 670 – Integrated Portfolio – Professor Lowell served on the portfolio committee for the program assisting in 1) determining which elements should be required for the student portfolios, 2) taught several sections of the portfolio course, 3) provided feedback on course modifications, 4) mentored students in the course regarding their portfolios for employment, and 5) is currently working on additional resources to assist students with the development of a career portfolio.

EDCI 569 - Introduction to E-Learning course – Professor Lowell redesigned the course and is collecting feedback through surveys, interviews and other data collection to determine the impact of the course redesign on teaching effectiveness and student needs and preferences when learning online.

Instructor Resources Site - For the Learning Design and Technology program, Professor Lowell has been working in collaboration with one of the program instructional designers to provide an orientation course/program and other training and mentoring initiatives to support and retain Limited Term Lecturers who serve as adjunct instructors for the Learning Design and Technology program. The content that has been developed for the orientation has been placed in and Instructor Resources Site. This content is updated regularly.

B4. Preparation of Instructional Materials

In the pursuit of teaching and providing the best experience for her students Professor Lowell designed and developed a variety of instructional materials.

- Created activities using **wiki's** and **blogs** to encourage further collaboration
- Developed a **ID Resource Toolkit website**
- Additional **instructional videos**
- Detailed **instructional tools, rubrics**, and other evaluations
- Provided **supplemental web-based** materials and resources

B5. Special Activities, which have contributed to teaching effectiveness.

In the Learning Design and Technology program Professor Lowell is worked with other faculty and Wiley to provide several methods to improve teaching effectiveness in LDT programs including;

1. Development of a Mentoring Program for Limited Term Lectures for the LDT online program
2. Development of a robust Training Program and support system to improving the training and teaching effectiveness of Limited Term Lecturers (adjunct instructors) receive prior to and while teaching in the LDT program;
3. Streamlining the Evaluation Process for Limited Term Lecture Teaching - Evaluating Limited Term Lectures who have served the LDT program in the past to determine which LTLs would best serve as instructors for specific LDT courses based on recommendations from core LDT faculty, student reviews, and LTL requests; and
4. Reviewing LDT courses to improve faculty teaching and student learning experiences - Reviewing LDT courses for optimal class size and student learning needs - based on course rigor, student evaluations and faculty advice, and

5. Evaluating methods to improve collaboration and self-efficacy within the LDT program courses.

Mentoring Program - Professor Lowell developed a mentoring program to assist in improving the teaching effectiveness of newly graduated doctorates and those who would like to teach for the Online Learning Design and Technology (LDT) program but may need additional experience and to further develop their skills. Potential mentees are vetted and then mentors who are willing to work with them are located among the instructors teaching courses in the online program. Professor Lowell works with both the mentor and the mentee to ensure that any goals for the mentee are discussed ahead of the course starting, the mentor is provided basic mentor training and the mentee is trained on Purdue policies and procedures for working in Purdue's and the LDT's courses. The mentees are assigned to work in two or three courses during a given semester and then are evaluated to determine if they can be hired to teach or need to continue in the mentee program. This program was in development and then improved between 2014-2017 and has been successful in working with several mentees. Many of our instructors graduated from the mentee program and are teaching in courses for our program receiving high student evaluations.

Support for Adjuncts and Program Faculty - Professor Lowell has been conducting a study over several years that has assisted her in supporting the Limited Term Lecturers and the fulltime faculty in the LDT program to improve teaching effectiveness. It is through this ongoing investigation that Professor Lowell has been able to receive honest feedback from the Limited Term Lecturers and develop a several support mechanisms and programs to support the adjunct instructors' needs while teaching for the program and reduce the strain on the individual course coordinators. One such program is a check-in session that is offered two weeks into each course session, a challenging time for many instructors who might be struggling. During these sessions our instructional designer, curriculum coordinator and the student services coordinator are often present to answer questions and their usually a presentation on a topic such as adding a video announcement to Blackboard course or interaction in discussion boards. The teaching effectiveness of the adjunct instructors has increased as it has for the lead instructors. Through listening to the feedback from the Limited Term Lecturers and the fulltime faculty, a strong team of adjunct faculty have emerged who teach for the LDT program regularly and receive high rating from our students.

B6. Summer Institutes and other Programs Attended

- 7/13/19-7/18/19 - Gordon Research Conference on Visualization in Science & Education – Pre-Conference Workshops on Data Visualization (7/13-7/14) and Conference on Visualization in Science and Education (7/15-7/18)
- 7/25/18-7/27/18 – Leadership Summit - Association of Education, Communications and Technology (AECT) – Kansas City, MI
- 7/17/16 – 7/20/16 – Leadership Summit and Research Symposium - Association of Education, Communications and Technology (AECT) – Bloomington, Indiana
- 7/19/15 – 7/21/15 – Leadership Summit and Research Symposium - Association of Education, Communications and Technology (AECT) –Indianapolis, Indiana
- 7/15/13 – 7/19/13 - Leadership Summit and Research Symposium - Association of Education, Communications and Technology (AECT) – Bloomington, Indiana

Section C. Engagement, Extension, Service, and University Outreach Activities

Key service and engagement activities of Professor Lowell include:

- **President** for the Division Distance Learning of the Association of Learning Design and Technology (AECT). Elected position and is serving a three-year term first as President-Elect, then as President, then as Past-President (2017-2020).
- **Conference Planner** for Division of Distance Learning of the Association of Educational Communication and Technology's (AECT) - 2018 International Conference. Conference proposal calls, managing proposal reviewers, reviewing conference proposals, scheduling conference sessions, etc.
- **Communication Officer** for the Instructional Technology SIG of the American Educational Research Association (AERA). Elected position (2018-2019).
- Graduate Non-Program Specific Oversight Committee – College of Education committee. Review graduate non-program specific endeavors (2017-Present) – 3 Year Term.
- **Chair** - Nominations and Elections Committee – College of Education Committee. (2018-Present) – 3 Year Term.
- **Advisor and Applicant reviewer** - ID Certificate Program - Learning Design and Technology Program
- **Chair** - Committee for Student Excellence - Senate Sub-Committee - Elected position. Provide representation and decisions on cases involving student misconduct. (2015-Present)
- **Senator** - Purdue University Senate – Senator representing the College of Education. 3 Year term (2014 - 2017). Meet monthly to discuss faculty needs and university issues.
- **Educational Policy Committee Member** - Purdue Senate. Met weekly to discuss and propose new or changes to Purdue education policies
- **Board of Directors** - Association of Educational Communication and Technology (AECT) - Division of Distance Learning. (October, 2013-October, 2016)
- **Awards Manager** for the Division Learning Division of Association of Learning Design and Technology (AECT), overseeing several awards for research and scholarship. She was appointed to this position by the President of the Division of Distance Learning. (October, 2013-October, 2016)
- **Teacher Education Council** – Purdue University, appointed member (2015-2016).
- **Faculty Advisor** - PALDT - Purdue Association of Learning Design and Technology - Served as the faculty advisor for the Purdue Association of Learning Design and Technology student organization assisting with advising and mentoring graduate students on professional, networking and social activities.(August 2013- August 2015)

C1. Role in Initiating, Administering, or Supervising

Purdue University

A. Advisor and Applicant reviewer – Purdue College of Education, ID Certificate Program
- Learning Design and Technology Program

B. Program Involvement and Role in Administration – August 2012 – July 2017

From 2012-2017, Professor Lowell served as both a fulltime instructor and a program convener (2012-2017) for the Learning Design and Technologies online master's program. Her dual role in this program was defined by a strong need for additional leadership within the quickly growing online program. Professor Lowell's administrative role within the LDT program involved a variety of activities including:

- Overseeing the LDT program's large Limited Term Lecturer (adjunct) instructors,
 - Hiring LTLs
 - Mentoring LTLs
 - Overseeing LTL database
- The development of training and support for LDT instructors,
- Completing program evaluation activities
- Handling student concerns and issues,
- Review of Online Program Students (Probations, Dismissals)
- Maintaining list of course leads
- Working with Wiley (Corporate higher education partner) to develop structured program procedures and policies for various program support needs,
- Addressing student issues,
- Assisting with the development, modification and enforcement of program policies, and many other program administration needs.
- Summer Coordination - Summer program/instructor support
- Networking - Inter-departmentally and outside of the university to meet program needs
- LDT Alumni - Connecting with LDT alumni for potential teaching opportunities or teaching assistant opportunities. Maintaining relationships with past students for potential benefits for both graduates and current students through internships
- Graduation events for online students each semester (3x a year)
- Online LDT MEd program website
- Program Data Collection and Analysis - Review and collect data on a variety data points to assist with running the LDT program, examples include: Program-wide - LTL support and training survey and the student graduation survey

C2. Principal conferences, schools, workshops, short courses, and other organized educational activities participated in during the past five years.

a. Principal conference positions:

- 1. Conference Planner for Association of Education Communication and Technology's (AECT) Division of Distance Learning - 2018 International Conference.** Conference proposal calls, managing proposal reviewers, reviewing conference proposals, scheduling conference sessions, etc.
- 2. Conference Chair Educators Conference 2012 – Regent University, College of Education.** In this role Professor Lowell served as the conference chair, leading and assisting in the development of the program, scheduling of conference events, leading staff in their responsibilities, reviewing potential key speakers, workshop and session presenters and many other tasks.
- 3. Conference Chair Educators Conference 2011 – Regent University, College of Education.** - In this role Professor Lowell served as the conference chair, leading and assisting in the development of the program, scheduling of conference events, leading

staff in their responsibilities, reviewing potential key speakers, workshop and session presenters and many other tasks.

b. Other conference positions:

1. **Presentation Facilitator** – (April 2014) Technology, Colleges and Community (TCC) International Conference
2. **Proposal Reviewer** – (November 2014) Association of Education Communications and Technology (AECT), Jacksonville, Florida
3. **Proposal Reviewer** – (October 2013) Association of Education Communications and Technology (AECT), Anaheim, California
4. **Proposal Reviewer** – (February 2013) Indiana State Technology (IST) Conference
5. **Volunteer** – (November, 2013) Association of Education Communications and Technology (AECT) International Convention, Anaheim, California
6. **Judge** (March 19, 2013) Purdue Annual Student Graduate Educational Research Symposium

C3. Conducting studies and investigations needed to support educational programs.

Professor Lowell is currently researching program development, improvement, evaluation and assessment through research areas such as collaboration, community of inquiry, and self-efficacy among LDT students and Limited Term Lecturers teaching within the LDT program. This includes the development and evaluation of teaching strategies, processes and support mechanisms to improve these areas.

A current and on-going study Professor Lowell is conducting evaluates the training and support provided to the Limited Term Lecturers (adjuncts) that teach in the program to ensure that proper services and supports are in place to improve teaching effectiveness.

C4. University or Departmental Administrative Service

- A. **Chair, Nominations Committee** - College of Education – (2018- Present) – 3 Year Term
- B. **Organized College-Wide workshop on Publishing and Predatory Journals – October 12, 2018**
- C. **Primary Committee for C&I**- College of Education – (2018- Present)
- D. **Area Committee for C&I** - College of Education – (2018- Present)
- E. **Data Science Working Group** – College of Education (2018- Present)
- F. **Graduate Non-Program Specific Oversight Committee** – College of Education committee. Review graduate non-program specific endeavors (2017-Present) – 3 Year Term.
- G. **Chair - Committee for Student Excellence** - Senate Sub- Committee - Elected position. (2015 – Present).
- H. **Committee for Student Excellence** - Senate Sub-Committee: Provide representation and decisions on cases involving student misconduct. (2013 – Present).
- I. **Purdue Community Standards Board** - Dean of Students Office, Purdue University (2013 – Present).
- J. **Faculty Affairs Committee** – C&I Department, College of Education committee (2017-2018).
- K. **Data Science Initiative** –Purdue University. Provost directed initiative. Data Science Education committee. (2017-2018)

- L. **PRF Grant Reviewer** – College of Education, Purdue University (2015 – 2017).
- M. **Appointed Member - Teacher Education Council** –Recommended/Appointed position - Purdue University (2015-2016).
- N. **Senator** - Purdue University Senate – Senator representing the College of Education. 3 Year term. Meet monthly to discuss faculty needs and university issues. (2014 – 2017).
- O. **Educational Policy Committee Member** - Purdue University Senate. Meet weekly to discuss and propose new or changes to Purdue education policies (2014 – 2017).
- P. **Judge - Purdue Annual Student Graduate Educational Research Symposium.** In this role, Professor Walker has served each year as a volunteer judge for the Purdue Annual Student Graduate Educational Research Symposium (2013 – 2017).
- Q. **Purdue Program Convener Committee** (2012 – 2017).
- R. **Learning Design and Technology Program, Student Appl. Review Committee** (2012 – Present) - Purdue University.
- S. **Faculty Organization Advisor** – Purdue Association of Learning Design and Technology (PALDT), Learning Design and Technology student organization. Providing support, advice and collaborating with the students on various projects and activities for education and career development (2013 –2015)
- T. **Faculty Search Committee** - Purdue University, Learning Design and Technology Program – (2013)
- U. **Learning Design and Technology Program, Portfolio Committee** (2012 – 2014).
- V. **Purdue Technology Repository Committee** (2012 – 2013)
- W. **Chair, Educator Conference, Regent University** (2011 – 2012).
- X. **Technology Survey Committee, Regent University** (2011 – 2012).
- Y. **SACS QEP Committee, Regent University** (2011 – 2012).
- Z. **Chair, Continuing Education Committee, Regent University** (2009 – 2012).
- AA. **Curriculum Committee, Regent University** (2008 – 2009).
- BB. **Integration Committee, Regent University** (2005 – 2007).
- CC. **Chair, Technology Committee, Regent University** (2003 – 2006).

C5. Offices Held in State, National or International Societies

- A. **Communications Chair, Instructional Technology (SIG #52), American Educational Research Association, (AERA), 2018 – 2019**
- B. **President, Division of Distance Learning (DDL), Association of Education Communication and Technology (AECT), 2017 - 2020**
- C. **Board of Directors, Division of Distance Learning (DDL), Association of Education Communication and Technology (AECT), 2013 – 2016**
- D. **Awards Manager, Division of Distance Learning (DDL), Association of Education, Communications and Technology (AECT), 2013 – 2016**
- E. **Communications Chair, Phi Delta Kappa, Division - Tidewater Virginia, 2004 – 2006**

C6. Public and/or Governmental Service Activities

- A. **Vice Chair, elected position to serve on the Virginia Beach School Board - Gifted Education Community Advisory Committee, 2011-2012**
- B. **Gifted Education Advisory Committee, elected position to serve on the Virginia Beach School Board - Gifted Education Community Advisory Committee, 2008-2012**

C. Identification Subcommittee, Gifted Education Identification Subcommittee– Virginia Beach School Board, 2009

C7. Consulting Activities

- A. 2017- Present – Consultant and Advisor for Explore Interactive! - Innovative STEM and augmented reality edtech start-up. <https://explorearplay.com/>
- B. 2015 – 2016 - Advisor to the Association of Educational Communications and Technology (AECT) Culture Learning and Technology Board
- C. 2015 –2016- McJulien Panel for Association of Educational Communications and Technology (AECT) Culture Learning and Technology Division
- D. Sept. 10 – July 2012 - Virtual Environments and Webcasting for Global Initiatives, Global Affairs, Regent University
- E. Dec. 09 - May 2010 - Virtual Environments for Improved Learning, School of Education, University of Arizona
- F. January 12, 2010 - Online Program Development. Virginia State University.
- G. April 16, 2009 - Designing Hybrid and Online Courses. Virginia State University.
- H. Oct. 23 & 24, 2008 - Media in Online Courses. Virginia State University.
- I. Oct. 23 & 24, 2008 - Effective Instructional Design: Constructing and Evaluating Traditional, Hybrid, and Online Courses. Virginia State University.
- J. Feb. - April, 2007 - Evaluability Assessment, Human Services Program, Regent University.
- K. Oct. - Dec., 2006, Effective Communication and Practices by Chesapeake Virginia’s Adult Education Continuing Education (AECE) Department.

C8. Other Evidence of National Recognition

Media

- A. Hines, J. (2013, Fall). Boosting Interaction in Online Instruction. *Launch: Purdue College of Education*, v3.
- B. Hines, J. (2013). Professor Uses Keys Practices, Tools to Boost Interaction in Online Courses, Aug. 20, 2013, *Purdue Today News*, http://www.itap.purdue.edu/newsroom/news/130828_online_engagement_Walker.html
- C. Interviewed for News Report: *SPC Faculty Honored for Academic, Community Achievements* – October 20, 2011 *Regent University News and Events*. Interviewed by Rachel Judy. http://www.regent.edu/news_events/?article_id=1117&view=full_article
- D. Interviewed for Article: *The Wave of the Future* - July 2010, *Charisma Magazine*. Interviewed by Amy Green <http://strang.imirus.com/Mpowered/imirus.jsp?volume=str10&issue=8&page=70>
- E. Interviewed for News Report - *SPC Launches Continuing Education Website* – January 7, 2010, *Regent University News and Events*. Interviewed by Sarah Dolan. http://www.regent.edu/news_events/?article_id=583&view=full_article
- F. Interviewed for News Report - *Alumna Pioneers Online Counseling Learning in Second Life* – June 9, 2009 *Regent University News and Events*. Interviewed by Sarah Dolan. http://www.regent.edu/news_events/?article_id=460&view=full_article
- G. Year 2009 Highlights - Counselor Education in a 3D Virtual Environment - January 10, 2009

Education in Second Life: Highlights from 2008.

<https://blogs.secondlife.com/community/features/blog/2009/01/10/education-in-second-life-highlights-from-2008>