

George R Bradford

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Professional Profile

A highly proficient Educational professional with over 25 years of experience leading, supporting, developing and managing integrative learning opportunities for all levels of faculty and students. Provides extensive leadership capabilities, with the ability to design and develop curriculum strategies to support online teaching and learning.

Objective

Pursuing a challenging University faculty position where teaching, administration, and consultation proficiencies are combined to contribute to the success and academic advancement of the institution. Seeking a role that focuses on leading and teaching, with the ability to conduct research and incorporate administrative leadership skills for online courses and operations.

Key Knowledge

- Strategic Development
- Training Solutions
- Quality Assurance
- Academic Technology Support
- Curriculum Development
- Implementation of Analytics
- Staff Management
- Accreditation Compliance
- Online Teaching and e-Learning
- Business Optimization

Languages

- > English – native language
- > Swedish – speak fluently and read/write with high proficiency
- > French – speak, read, and write with good competence
- > Spanish – continuing (5 years public education; currently a personal development goal)

Teaching Experience

2012 – PRESENT

ASSISTANT PROFESSOR, INSTRUCTIONAL TECHNOLOGY
UNIVERSITY OF WEST GEORGIA

DESIGNING TECHNOLOGY-ENHANCED INSTRUCTION (ED SPECIALIST AND MASTERS PROGRAMS, FULLY ONLINE COURSE)

- Apply theories of learning, teaching, and instructional design.
- Apply instructional design principles to the design and implementation of instructional materials for all students including diverse learners.
- Describe and practice strategies for evaluation of instructional design and materials, including summative and formative evaluations.
- Use technology to produce instructional materials for student learning.
- Identify strategies to assess student learning.
- Apply design concepts to a needs analysis identifying contexts, learning tasks, and aspects of the learner.
- Use technology as a communications tool with students, colleagues, parents, community, and diverse learners.

INTERNET TOOLS, RESOURCES & ISSUES (MASTERS PROGRAM, FULLY ONLINE COURSE)

- Develop competencies in evaluating, selecting, and integrating online and Internet resources in the curriculum, including those for special and multicultural needs
- Develop advanced competencies in performing successfully an online search
- Discuss some of the basic issues and trends in online services and the Internet, using the various search strategy methods and resources studied and discussed
- Identify resources for staying current in applications of online services and the Internet. Engage collaboratively and reflectively

DIGITAL VIDEO FOR INSTRUCTION (MASTERS PROGRAM, FULLY ONLINE COURSE)

- Design and produce educational videotapes in selected areas of interest that utilize in-camera and electronic editing techniques
- Operate basic audiovisual equipment needed for videotape productions (video camera, video recorder, lights, microphone mixers, microphone, editing machine, and computer graphic programs)
- Develop a greater awareness of the role and impact of videotape in the instructional process as a means of meeting the special and diverse needs of students, teachers, and administrators
- Search and retrieve selected readings and/or instructional videotape resources for use with students and faculty in the student's area of interest

WEB DESIGN FOR INSTRUCTION (MASTERS PROGRAM, FULLY ONLINE COURSE)

- Demonstrate knowledge, skills, and understanding of concepts related to instructional websites

- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging Internet technologies
- Design developmentally appropriate online learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners
- Apply current research on teaching and learning with technology when planning online environments and experiences
- Identify and locate Internet based resources and evaluate them for accessibility
- Manage online instructional resources within the context of learning activities
- Plan strategies to manage student learning in an online learning environment. Identify and apply instructional design principles associated with the development of instructional websites
- Demonstrate the effective use of software tools to create and publish an instructional website

DIGITAL PHOTOGRAPHY (MASTERS PROGRAM, FULLY ONLINE COURSE)

- Develop competencies in operating equipment needed for taking and editing digital photographs for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, and editing software such as Photoshop)
- Discuss the various applications of digital photography by students, teachers, and administrators and its role and importance in the teaching/learning process as a means of enhancing learning and motivation with all types of learners
- Utilize features of digital editing software to improve digital image quality and to promote learning and creativity
- Select, and utilize Internet based photography tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners. Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital photographs

INTRODUCTION TO MULTIMEDIA (MASTERS PROGRAM, FULLY ONLINE COURSE)

- Discuss the advantages and disadvantages of multimedia and the features of authoring tools
- Identify the hardware and software components for the multimedia equipment and discuss the various classroom applications of multimedia programs
- Develop competencies in designing and producing multimedia instructional materials
- Identify various issues and helpful resources about multimedia including those related to students' special needs and/or multicultural needs

2011 – 2012

ASSISTANT PROFESSOR, FACULTY DEVELOPMENT, TEACHING & LEARNING UNIT
UNIVERSITY OF SOUTH AUSTRALIA

ASSESSMENT & EVALUATION (GRADUATE CERTIFICATION, BLENDED COURSE)

- Plan, design, implement and review an assessment strategy in learner's own context
- Conduct a critical reflection on own practice of assessment and evaluation

TEACH@UNISA (TEACHER CERTIFICATION PROGRAM, TRADITIONAL)

- Discuss basic principles of quality teaching and reflect on appropriate evaluation strategies
- Explore methods of data collection for evaluation

2010

ADJUNCT FACULTY, DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY
UNIVERSITY OF CENTRAL FLORIDA, COLLEGE OF EDUCATION

INSTRUCTIONAL SYSTEMS DESIGN (MASTERS PROGRAM, FULLY ONLINE COURSE)

- Focus on the systematic analysis and design of instruction, including task, learner, and context analyses, objectives and learner assessments, media selection, flowcharting and storyboarding

2007 – 2011

COURSE DESIGN & DEVELOPMENT, PROJECT MANAGER & INSTRUCTIONAL DESIGNER
UNIVERSITY OF CENTRAL FLORIDA

INSTRUCTIONAL DESIGNER (FACULTY DEVELOPMENT, BLENDED PROGRAM)

- Co-deliver instruction in an award-winning, non-credit course for faculty provided by UCF's Center for Distributed Learning (CDL), completed within minimum of 80 clock hours
- IDL6543 models how to teach online using a combination of seminars, labs, consultations, and web-based instruction and is delivered in a blended mode
- The primary goal of this faculty development course is to assist faculty succeed while they develop and deliver fully online or blended mode courses

2002 – 2003

CONTRACT INSTRUCTIONAL MATERIALS EDITOR, DISTANCE LEARNING PROJECTS
UNIVERSITY OF CALIFORNIA, DAVIS

1993 – 1996

EDUCATIONAL TECHNOLOGIST, SAN DIEGO STATE UNIVERSITY
COLLEGE OF EDUCATION AND THE LANGUAGE RESOURCE CENTER

GRADUATE ASSISTANT

- Train and advise faculty in the College of Education and coordinate distance education program for the director of Teacher Education Program

1992

GROSSMONT UNION HIGH SCHOOL DISTRICT, SAN DIEGO, CA
SUBSTITUTE TEACHER

- Teach Mathematics, English, French, Spanish, Business, and Computing

1990 – 1991

INSTRUCTOR & TECHNICAL LAB VISIONARY

ÖSTRAGREVIE JR. COLLEGE, SWEDEN

INSTRUCTOR – ENGLISH AS A FOREIGN LANGUAGE

CO-FOUNDER – COMPUTER TRAINING PROGRAM

- Develop and deliver curriculum to adult students with ages ranging from 22 to 55 years of age, representing more than 10 nationalities
- Conceptualize and provide initial framework for a Computer Lab to deliver technology instruction and staged integration of technology into primary educational programs

1985 – 1988

INSTRUCTOR – ENGLISH AS A FOREIGN LANGUAGE

SWEDISH PROFESSIONAL AND WORKFORCE EDUCATIONAL ORGANIZATION, STOCKHOLM, SWEDEN

- Teach English to professional and trade-worker associations
- Teach French language as a substitute instructor

1981

INSTRUCTOR

SWEDISH PROFESSIONAL EDUCATIONAL ORGANIZATION, LULEA, SWEDEN

- Design and deliver specialized computer-English language instruction to Swedish Airforce
- Deliver French language instruction as a substitute teacher

Private Sector Experience

2009

CONTRACT SENIOR RESEARCHER, BLENDED LEARNING INITIATIVE

CACI, INC.

2003 – 2007

PRODUCT & SERVICES GENERAL MANAGER AND BUSINESS OWNER

COMPUTER SCENE

- Purchase business. Redefine business mission, objectives, policies, and implement. Rehire, train, and supervise 5 employees and multiple contractors. Develop customer service goals and policies, as well as service delivery procedures
- Find and develop vendor channels. Assess and implement financial and customer work support systems. Define and develop products and services. Continuously identify process improvements, new products or configurations, new services, and new approaches to improve the customer's experience
- Mendocino County CA Education & CA Dept. Rehabilitation: Provide technology support and training services, including software, hardware, and networking, to charter schools, to the handicapped (using a variety of technologies), and to rehabilitation patients.
- Sell and deliver products and services. Develop and deliver new technical training programs using a synchronous model and tightly focused objectives using the internet and PC sharing technologies. Mentor team. Turn around a net losing business and grow net profits by better than 30% annually for 3 years

2002

CONTRACT, PROJECT MANAGER AND INSTRUCTIONAL DESIGNER

INTEL, INC.

- Led three projects to develop internal training and online support to global Intel end-users of enterprise software: World Dialer Communication, Intel Instant Messenger, and Windows XP. Two projects use a web-based tutorial as a delivery strategy, and the third uses traditional instructor-led training
- Wrote and designed a technical course to train users how to use collaborative, web-based project management software (Web Meeting Manager)

1998 – 2002

SENIOR ANALYST

RWD TECHNOLOGIES, INC.

- Support Business Development – Develop and deliver presentations and proposals for e-Learning and performance support solutions to global companies, such as GM, GATX Capital, Stanford University, SolArc, Advanced Micro Devices (AMD), Marine Trade Organization in Singapore, and others
- Assess Needs – Experience conducting technical feasibility assessments for e-Learning and performance support solutions to global companies, such as GM, Lyondell, GATX Capital, Stanford University, Fort James Corporation, The Capital Group, SolArc, and Advanced Micro Devices
- Assess and Evaluate Results – Constructed evaluations for course, instructor, material, and environment, check your understandings, quizzes, and fully criterion-referenced tests. Constructed and implemented strategies to measure business impact as a result of the training and calculating ROI of training projects. Demonstrated strategies to measure effectiveness of performance improvement programs. Develop "eValuation" as a business service offering, run trials with actual customer (Toyota Motor Sales), and promote service offering through business presentations and proposals
- Instructional Designer – Designed ERP technical training and performance support solutions to meet employee skill requirements using modern adult learning principles for global companies. Training and support designs included instructor-led/classroom-based, self-paced/web-based learning, virtual classrooms, blended solutions, and just-in-time/online help systems. Used design methodologies similar to ADDIE to analyze, design, and develop technical (ERP) systems training or online support for organizations such as County of Sacramento, Lyondell, Pioneer Hi-Bred, Fort James Corporation, Bechman Coulter, Halliburton, and Advanced Micro Devices
- Internal Team Developer/Leader – Using the Delphi Method, developed organizational vision statements for specialized teams, as well as wrote job skill requirements and personal

- development paths, as well as led organizational development, recruiting, and retention efforts. Mentored junior team members to fulfill organizational knowledge and skills needs
- **Project Manager** – Led diverse teams for multiple e-Learning development projects, as well as several online help system projects from sales cycle through project completion and best practices recording by presenting to all levels in client management teams, overcoming business challenges, maintaining budget and project plans, and writing needs assessment reports, project milestone documents, and project progress reports
- **Project Examples** – Provided instructional design and delivery support to train within 2 months 15,000 employees spread across all parts of the globe using e-Learning (virtual classroom) technologies. Designed and delivered internal training courses to teach consultants how to design and develop effective instruction using e-Learning technologies, as well as how to sell e-Learning development services to corporate clients
- **Writing and Project Execution / Control Examples** – Wrote product specifications documents, design documents, test plans, and scripts. Wrote project plans, communication plans, issue/problem tracking documents, and risk assessments. Designed and implemented usability tests for web-based training support solutions

1996 – 1998

ADVANCED TRAINING SPECIALIST

EDS HUMAN PERFORMANCE SERVICES

- **Project Manager** – Managed a team of technical writers and instructional designers to develop instructor-led training programs for Blue Shield Customer Service Representatives (CSRs), Broker services database and pay system, and Web-based sales quote system. Responsibilities included oversight of project definition, analysis, design, evaluation, and publishing of instructional materials and electronic performance support systems
- **Train-the-Trainer Session Leader** – Designed and wrote a technical training program to train broker services teams to use a new database pay system. Also designed, wrote the train-the-trainer (t-t-t) materials for the program and conducted the t-t-t sessions with the identified Blue Shield field training team
- **Researched, designed, prototyped, piloted, and delivered extensive instructor and participant training manuals for traditional, instructor-led training delivery, as well as wrote and prepared trainer preparation manuals and collections of job-aids**

1988 – 1992

PRODUCT SUPPORT MANAGER

TOPGRADE MARKETING, SWEDEN

- **Marketing Manager** – Responsible for P/L of sales and marketing of CAD software for the country of Sweden, developed multiple business partnerships promoting innovative uses of the software
- **CAD Systems Technical Documentation Specialist and Editor** – Developed technical and tutorial documentation and managed software localization efforts
- **Developed technical presentation for an international convention in Paris of Telia's (Sweden) efforts to develop and disseminate Smart Cards in the Swedish marketplace**

1985 – 1989

TECHNICAL MARKETING SPECIALIST

TELIA (FORMERLY SWEDISH TELECOM)

- **Provided project management support for the introduction of new communication technologies to Swedish corporations and coordinated with strategic partners on international project rollouts. Set pricing and configuration strategy for a multi-million dollar corporate computer-communication system**
- **Proposed, initiated, and coordinated a transfer of technical competencies in conjunction with international communications product development. Designed, developed, and coordinated a single vendor national communication systems traveling trade show throughout Sweden**
- **Proposed, initiated, and developed a configuration and sales support tool for modern communications systems. Designed and led efforts to develop a secure PABX communications package for the Banking industry**
- **Liaison for Swedish Telecom to Apple Computer Sweden in support of strategic corporate joint venture**

Additional Service & Experience

2012-Present

Journal of Learning Analytics

Associate Editor

2014

International Conference on Online Learning - The Sloan Consortium

Track Co-Chair and Reviewer: Emerging Technologies

2012-2014

College of Education, University of West Georgia

2012-2013

Faculty Development, Mentoring, & Retention Committee

2013-2014

Search Committee, Dept Chair for Educational Technology & Foundations

Project Lead, Graduate Student Advising Online

2012

Learning and Teaching Unit (LTU), University of South Australia, Adelaide

Senior Lecturer: Evaluation and Analytics

- **Provide direction and support to LTU activities indicating a need to show benchmarking, progress, or measurement**
- **Develop and coordinate strategies regarding analytics that address needs or targets identified in the new Teaching and Learning Framework**
- **Support faculty across the University seeking consultation/advisory/evaluation of assessment designs**

- Identify and develop professional relationships associated with activities across Australia, and international, focusing on evaluation of teaching and learning
- Teach in the graduate certificate program
- As Principle Investigator, direct grant activities associated with *Clarifying Curriculum Design Requirements: A Curriculum Mapping Tool*
- Contribute to the scholarship and presentation of technology-enhanced teaching and learning through peer-reviewed article submissions and conference presentations
- Contribute services through professional organizations and institutional committees, such as, but not limited to, Business Intelligence Steering Group Committee – University of South Australia, Sloan Consortium, Educause, and ASCILITE

2011 - 2012

Learning and Teaching Unit (LTU), University of South Australia, Adelaide

Lecturer: Academic Development

Support University-Wide Initiatives

- Acquisition and implementation of evaluation system – **Committee Service** – Support tender process to procure a new survey system to provide evaluation functionality to serve summative student evaluations, as well as research. Identify and draft system requirements. Review submitted documentation and system presentations and evaluate against requirements. Draft recommendations document and submit to University leadership for decision. Draft items for summative student survey and develop template surveys

Support Division of Health Sciences

- Bachelor of Nursing Program Redesign – Support design and delivery of pedagogy workshop on inquiry-based learning strategies and implementation techniques. Support design of course pedagogy for online mediated activities. Conceptualize, design, and develop curriculum mapping technology for program-level analyses and evaluations
- Grading Practices Project – **Committee Service** – Design a three phase approach to conceptualize, plan, pilot, implement (partially), and evaluate an approach to improve knowledge and practice of grading within the division of health sciences at UniSA
- General division support – Support pedagogy for online mediated course activity for Life Sciences. Support Program Director-research degrees, with design considerations for online learning and teaching tool – WRAP Project. Support Dean HSC - Hubs and Spokes and the Helping Hand / Aged Care projects

Support LTU in Learn Online Project Initiatives

- **Learnonline** Project Management Team – represent academic viewpoint in weekly meetings with the technical oversight management team
- Course and Teacher Enterprise Software Selection – represent research and academic practice perspectives in committee to review and select a system to manage University surveys
- E-Portfolio Integration – co-develop the integration strategy and support program-level integration into Medical Radiation and Occupational Therapy. Leverage newly developed curriculum mapping tool to facilitate identification of suitable courses and rationalization for integration. Support design of activities and assessments associated with integration. Co-conceive, design, develop, and implement an online pedagogy resource for academic best practices of E-Portfolios in higher education context
- Lecture Recording System – co-conceive, design, develop, and implement an online pedagogy resource for academic best practices of lecture capture technologies. Site provides multi-needs approach for accessing material to align with expected academic concerns
- Academic / Staff Development – plan and draft an academic certificate program to develop skills and competencies associated with technology-enhanced learning (TEL) environments. Workshops cover multiple technologies and orientations (i.e., synchronous and asynchronous) for skills development and best practices, as well as soft-skills development, such as aligning a personal communication strategy with teaching philosophy
- Evaluation Frameworks –develop an evaluation approach to study the effectiveness of TEL practices within a new teaching and learning framework and a new technology infrastructure. The evaluation approach includes identification of data sources, necessary characteristics for inclusion into the University's Business Intelligence infrastructure, and alignment with University agencies concerned with analysis and reporting
- Project-Beyond the Project Strategic Planning – co-develop the vision and activities framework to move the University's TEL practices into alignment with the institution's Horizon 2020 goals. The plan includes 5 parts:
 - Provide targeted support in technology-enhanced Teaching and Learning (T&L) that promotes the use of the learnonline system in key university programs
 - Provide broad support to the University of South Australia (UniSA) Academic community related to the use of the Learnonline system and technology-enhanced academic practice
 - Evaluate the performance of TEL support and feed back into project aims, operation
 - Establish and promote a local TEL research community which supports T&L practice
 - Develop, promote, and sustain a culture of excellence in TEL among UniSA staff

2007 - 2011

Course Development & Web Services, University of Central Florida, Orlando, FL

Instructional Designer

Conduct University Faculty Development

- Design and deliver eight week faculty development seminars and technical labs on topics to support online instruction. Seminars run three times per year and average 30 university faculty per semester
- Project Manager to Redesign Faculty Development Program – Project is the number one initiative within the Center for Distributed Learning and carries the highest priority. Lead team to reconceptualize preparing university faculty for delivering instruction in blended or

fully online modes and design the development program to incorporate best practices and media forms. Liaise with departmental directors and college deans as stakeholders in the project

- Work directly with faculty to develop online courses - topic domains include Chemistry, Biology, Business, English, Engineering, Education, Anthropology, and Nursing - undergraduate and graduate

Design Course in Information Fluency & Web2.0

- Conceptualize and design online course for information fluency using Web2.0 technologies
- Integrate information fluency modules into undergraduate honors English course taught online

Develop Technical Approach and Tool to Support Faculty Readiness to Teach Online

- Identify information requirements and data collection method
- Develop a technical solution to move gathered information on faculty experience into a robust framework that is simple to deploy and flexible to change with time and needs
- Identify and support inter-rater reliability testing

Develop Instructional Tools

- Develop rubric calculator tool. Provides flexibility and simplicity in the setup and use of grading many individuals with semi-complex rubric needs
- Develop a graphical model to assist with application of the revised Bloom's taxonomy of the cognitive domain to be used with faculty support and instruction
- Develop a graphical model to assist faculty with how objectives, assessment, assessment strategies, instructional strategies, system tools, and feedback strategies are interrelated

Support Other Division Needs

- Author white paper how to expand instructional design team during adverse economic climate
- Assemble and develop instructional materials for implementation of an ePortfolio system within the University

Implement Open-source Survey System LimeSurvey

- Provide convincing arguments and oversight support to install open source survey system LimeSurvey into University Computer System Network
- Provide technical support to initial user projects
- Design and deliver survey instrument for the Research Initiative for Teaching Effectiveness (RITE) at UCF using the instrument and system. Instrument contains branching and field level logic
- Design and deliver technology skills assessment tool for the McNair Scholarship program. Assessment tool contains branching, field level logic, and interactive simulations
- Design and implement survey instrument for research study on cognitive load and student satisfaction with online learning programs
- Install open source survey system LimeSurvey into personal web domain

Implement Other Open-source Management Systems

- Install open source ePortfolio management system Mahara into personal web domain and integrate with graduate course in Instructional Systems Design
- Install open source learning management system Moodle into personal web domain. Experiment conversion of content from Blackboard Vista to Moodle
- Install open source content management system Drupal into personal web domain. Present and archive family-related news, personal portfolio, information pages on activities in Semantic Web, and a personal document library

1995 - 1996

**Language Acquisition Resource Center (LARC), San Diego State University, CA
Educational Technologist – Language Specialist & Multimedia Programmer**

- Prototype GUI Programmer and Applied Linguistics Advisor – Supporting integration of technology to language learning (LARC)
- Faculty trainer and technology advisor

1994 - 1995

**College of Education, San Diego State University, San Diego, CA
Educational Technologist – Graduate Assistant**

- Faculty trainer and technology advisor
- Fund raising project support – college centennial celebrations

1979 - 1980

**University of California, Santa Barbara, CA
Instructional Computer Lab Assistant**

- Support student use of first-ever micro-computer lab to learn mathematics through computer programming. Work closely with Chair of Mathematics department to develop lab operations

Research

Jan – July 2012

Sustaining Innovation in the Organization, University of West Georgia

Self-Evaluating Organizations with e-Learning Practice

Status: On-going. **Brief description:** Ellis and Goodyear (2010) published a book arguing for an ecological approach to viewing sustainability of innovation in e-learning practices at the institutional level. While the argument is well-researched, the details of framework to evaluate (or self-evaluate) institutional practices is missing. This research seeks to test a new framework by benchmarking an organization's e-learning practices. The project began at the University of South Australia.

Aug-Dec 2011

Cognition & Motivation Research, University of Central Florida

Continuing Research: Student Satisfaction with Learning Online and Cognitive Load

Status: On-going. **Brief description:** Working to improve the Cronbach Alpha to improve instrument reliability, as well as include expanded review with recognized experts to improve validity. Investigating instrument applicability and implementation requirements.

Apr 2009-Dec 2011

Scaling Authentic Assessment Strategies, University of Central Florida

Large Class Authentic Assessment Strategies: Technology as Fulcrum

Status: Entering expansive phase. **Brief description:** Is it possible to push the boundaries of authentic assessments into large class scenarios? Evidence indicates that online mediated courses tend to expand traditional class sizes, which creates a strain on assessment strategies. Instructors tend to move to automated scoring methods that are less authentic. Technology can facilitate authentic assessment in larger class environments, but questions remain as to student experiences with the instructor feedback generated with tools facilitating the production of feedback. This study is in its final phase having collected 2 years of student experience data where the assessment strategy includes technology to facilitate the generation of feedback.

April 2010

Ph.D. Dissertation Research, University of Central Florida

A Relationship Study of Student Satisfaction with Learning Online and Cognitive Load

Status: Completed. **Brief description:** Does cognitive load play a role in student satisfaction for online students? A relationship study on 1,401 university students showed a moderate, positive, and significant relationship exists. Analytics suggest a refined view of the student perspective that provides guidelines for instructors and designers.

April 2008

Doctoral Program Research, University of Central Florida

Online Learning and Student Satisfaction: Academic Standing, Ethnicity and their Influence on Facilitated Learning, Engagement, and Information Fluency

Status: Published by peer-reviewed journal *Internet and Higher Education*, 2010. **Brief description:** In this study, differences between academic standing and ethnicity are studied against several student satisfaction dimensions identified by Dziuban, Moskal, Brophy-Ellison, and Shea (2007) and Moskal, Dziuban, and Hartman, (2009). The differences between academic standing and the studied dimensions are found to be statistically significant: the largest effect was Facilitated Learning and academic standing, which accounted for nearly 15% of the student scores' variance; Engagement and Information Fluency had variance effects of, respectively, 4.5%, and 5.1%.

Key Experience

Strategic Development

- Implementation of analytics with faculty and students
- Maintain Quality Assurance, accreditation compliance, and improving program and course design effectiveness
- Development of faculty readiness strategies for online teaching and learning
- Development of technology and strategy for program curricula
- Development of conceptual evaluation framework for organizational capabilities
- Served as search committee member for Educational Technology & Foundations, University of West Georgia, contributing to the search and interview for selection of Department Chair

Management

- Turn technical services and product sales business to profitability
- Manage employees and contractors
- Develop new business and supply chain channels
- Develop perception of quality, consistency, and reliable service offering
- Develop enduring professional relationships

Project Management

- Lead instructional designers, web developers, technologists, writers, and graphic specialists in university and the private sector in multiple projects
- Cover program, course, and online help system designs, as well as technical marketing covering Computer Aided Design applications and corporate communication systems

E-Learning Consulting Experience & Clients

Manufacturing	GM, Otis Elevator, Pioneer Hi-Bred, Weyerhaeuser, Bechman Coulter, Toyota Motor Sales
Financial Services	GATX Capital, The Capital Group
Information Technology	Solvay Information Technologies, SolArc, StorageTek, IBM Storage Technologies Division, Telia (Swedish Telecom)
High Tech	Advanced Micro Devices (AMD), Intel Corp.
Consumer Products	Fort James Corporation, Coca-Cola
Energy	Lyondell, Halliburton
Healthcare	Catholic Healthcare West, Blue Shield of California
Public Services	County of Sacramento, Calif. Dept. of Rehabilitation
Higher Education	University of California, Davis, Stanford University, San Diego State University, University of

Key I.T. Skills

Operating Systems	MS Windows XP, 7, Macintosh OS X, iPhone, iPad, Android
MS Office Suite	Microsoft Word, Excel, Powerpoint, Project, InfoPath, Adobe Acrobat, Publisher
Graphics, Video/Audio	MS Visio, Paintshop Pro, Paint.Net, Studio 9, Premiere, Audition, DVD Authoring Tools
Web Development	HTML, Dreamweaver, JavaScripting, MS SharePoint, Some PHP/SQL & Python 3x
Open Source	Drupal, LimeSurvey, b2Evolution, Moodle, Mahara
Online Teaching & Learning	Blackboard, Moodle, Desire2Learn (D2L). Adobe Connect (Virtual Classroom), Echo360, Tegrity (Lecture Capture Systems), SoftSim, Adobe Captivate (Simulation Generators)
Networking	VPN-based – Remote Desktop applications, and Client-Server (Cloud Technologies) – Google Docs/Google Drive, Facebook, Twitter, Diigo, Dropbox, PBWorks, WikiSpaces, and more

Education and Qualifications

PH.D.	INSTRUCTIONAL TECHNOLOGY, 2010 UNIVERSITY OF CENTRAL FLORIDA
M.A.	EDUCATIONAL TECHNOLOGY, 1995 SAN DIEGO STATE UNIVERSITY
POST GRADUATE ACADEMIC CERTIFICATE:	APPLIED LINGUISTICS & TEACHING ESL, 1984 SAN DIEGO STATE UNIVERSITY
B.A.	BUSINESS AND ECONOMICS, 1981 UNIVERSITY OF CALIFORNIA AT SANTA BARBARA
ADDITIONAL CERTIFICATIONS:	➤ Quality Matters Course Reviewer for Higher Education ➤ A+ and Networking+ Certification Training, New Horizons

Professional Organizations & Affiliations

- Association for Educational Communications and Technology
- Sloan Consortium
- ASCILITE
- Educause
- Instructional Systems Design Professional (ISD), International Society for Technology in Education (ISTE), Higher Education Teaching and Learning, Instructional Design & E-Learning Professionals' Group, Mirror - Reflective learning at work, NMC (New Media Consortium), e-Learning Guild
- Online Faculty - Adjunct, Full-Time, University Administrators

Grants Awarded

Jan 2012 Teaching & Learning Development Grant, University of South Australia

Clarifying Curriculum Design Requirements: A Curriculum Mapping Tool

Award: \$10,000 AUD **Status:** Completed. **Brief description:** The reality of curriculum design is that educational complexity affords what can be called a hidden curriculum. However, in Australian higher education the focus is increasingly on the rigor and coherency of curriculum design and alignment particularly as accrediting bodies demand education providers to produce evidence of how the intended curriculum is enacted in the classroom. Acknowledging the potential for a gap between ideology and classroom reality provides the context for a project at the University of South Australia to support the Bachelor of Nursing program with design processes, while simultaneously providing a mechanism to surface the hidden curriculum and avoid curriculum creep.

Informed by the field of curricula design, a mapping alignment tool is devised and populated with institutional data. Program directors and course coordinators contribute to course-level design discussions covering implicit themes, health priorities and domains of nursing practice, that flow through the program, while simultaneously identifying pedagogical or technology enhancements made to the curriculum, such as Inquiry-Based Learning and Web2.0 technologies – wikis, blogs, YouTube, virtual classroom, lecture capture recordings, course web sites, and more. Adding this information into the tool permits tracking, analysis, and evaluation across the curriculum to support design intent with delivered reality.

Publications & Papers

Refereed Journals

- Hirumi, A., Bradford, G., and Rutherford, L. (2011). Selecting Delivery Systems and Media to Facilitate Blended Learning: A Systematic Process based on Skill Level, Content Stability, Cost and Instructional Strategy. *MERLOT Journal of Online Learning and Teaching*, 7(4).
- Bradford, G., Kehrwald, B., & Dinmore, S. (2011). A framework for evaluating online learning in an ecology of sustainable innovation. In G. Williams, P. Statham, N. Brown & B. Cleland (Eds.), *Changing Demands, Changing Directions*. Proceedings ascilite Hobart 2011. (pp. 162-167).
- Dinmore, S., Kehrwald, B. & Bradford, G. (2011). Embedding an ePortfolio at a programmatic level. In G. Williams, P. Statham, N. Brown & B. Cleland (Eds.), *Changing Demands, Changing Directions*. Proceedings ascilite Hobart 2011. (pp.

345-351).

- Bradford, G. (2011). A Relationship Study of Student Satisfaction with Learning Online and Cognitive Load: Initial Results. *Journal of Internet and Higher Education* 14(4), 217-226. Maryland Heights, MO: Elsevier.
- Bradford, G. and Wyatt, S. (2010). Online Learning and Student Satisfaction: Academic Standing, Ethnicity and their Influence on Facilitated Learning, Engagement, and Information Fluency. *Journal of Internet and Higher Education*. Maryland Heights, MO: Elsevier.

Book Chapters

- Dziuban, C., Moskal, P.D., Bradford, G.R., Brophy-Ellison, J., Groff, A. (2010). Constructs that influence net generation satisfaction with online learning. In R. Sharpe, H. Beetham, & S. de Freitas (Eds.), *Rethinking Learning for a Digital Age*. New York, NY: Routledge / Taylor & Francis.

Technical Reports & ERIC Documents

- "Using e-Valuations to Measure Your Employees' Performance" The RWD Technology Report (Q1), Columbia, Maryland 2001
- "RWD Performance Support e-Evaluation: Helping Companies Fine Tune Performance with Enterprise Applications" RWD Technologies, Inc. Technical Flyer, Columbia, Maryland 2000

Publications & Papers

Peer Reviewed Presentations

International & National Conferences

- "Clarifying Curriculum Design Requirements: Connecting Ideology to Teaching Reality" Paper presented at 14th National Nurse Education Conference, Perth, Australia 2012
- "A framework for evaluating online learning in an ecology of sustainable innovation" Paper presented at Annual ASCILITE Convention, Hobart, Tasmania, Australia 2011
- "Extending Boundaries for Providing Feedback in Large Classrooms: Technology as Fulcrum" Presenter at the Annual Sloan Conference, Orlando, FL 2011
- "The Online Teaching Persona, Philosophy and Strategies to Support Your Online Style" Co-Presenter at the Annual Sloan Conference, Orlando, FL 2011
- "The Relationship Between Student Satisfaction with Learning Online and Cognitive Load" Presenter at the Annual Sloan Conference, Orlando, FL 2010
- "An Underlying Structure for Student Satisfaction with Asynchronous Learning Networks" Co-presenter at the Annual Sloan Conference, Orlando, FL 2008
- "Social Bookmarking Lessons Learned: Harnessing the Power of Networked Bibliographic Resources for Web 2.0 Learning" Paper co-presented at the Annual Sloan Conference, Orlando, FL 2008
- "The Semantic Web and Higher Education: What Should We Know About It?" Paper presented at Annual AECT Convention, Orlando, FL 2008
- "Unbundling Flexibility and Convenience from Student Satisfaction in Asynchronous Learning Networks" Co-presenter at Annual EDUCAUSE Convention, Orlando, FL 2008

Professional Service

National & State

- Manuscript reviewer for peer reviewed Journals (Elsevier – Internet and Higher Education, Computers & Education; Springer – Instructional Science)
- Refereed presentation & paper reviewer, 9th Annual Sloan-C Blended Learning Conference & Workshop, Milwaukee, Wisconsin, 2012
- Refereed presentation & paper reviewer, Learning Effectiveness Track, Sloan-C Conference, Orlando, FL: 19th 2013, 18th 2012, 17th 2011, 16th 2010

University

- Information Fluency Mini-Grant Award – Social Bookmarking as a Community Research Tool, University of Central Florida, Orlando, FL, 2008
- Provide instructional design support to build online program support in Blackboard for McNair Scholars program at University of Central Florida, Orlando, FL, 2009
- Develop technology self-assessment tool for UCF McNair Scholars program – see demo at this URL: <http://heybradfords.com/LS/index.php?sid=31336&lang=en> – University of Central Florida, 2009
- Present on topic of how scholarship and technology competencies are critical for success in graduate education – McNair Scholars program at University of Central Florida, 2009
- "Social Bookmarking and Research" Presenter at the Summer 2009 Faculty Development Conference, University of Central Florida, 2009

Regional & Local

- "Satisfaction – an Undervalued Resource for Online Learning?", Online Presentation to Fidelity Investments, Raleigh-Durham, NC, 2010

Awards

1996, First place award winner (team of four) in national competition to design educational programming in a multimedia category – "Airliner Crash, MCI" (Multiple Casualty Incidents) – Training for first arrival EMTs to an MCI using laserdisc and computer front-end delivery strategy. INTERNATIONAL CINDY AWARDS, Anaheim, CA

1995, Nationally recognized in innovative distance-education initiative between Cox Communications, SDSU, and Clearview Elementary School – The John Marshall Project, San Diego, CA

References are available upon request