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EDUCATION

- May 2006 **Ph.D., Instructional Technology**
 Utah State University, Logan, Utah
 Dissertation: *The Effects of an Electronic Flashcard System Incorporating a Modified Constant Time Delay Protocol with Incremental Rehearsal and Expanding Retrieval Review on Paired-Associate Learning*
 Chair: Dr. David A. Wiley; Honorary Co-Chair: Dr. M. David Merrill
- May 2002 **B.S., Interdisciplinary Studies: Instructional Psychology**
 Utah State University, Logan, Utah

RESEARCH INTERESTS

I have two major research interests: 1) Forecasting the future of technology in order to identify and implement actionable steps to begin preparing for it, and 2) developing and disseminating effective, efficient, and accessible instructional technologies (products and practices) based on empirically-validated scientific research.

AWARDS & HONORS

- July 2019 *Distinguished Visitor* cruise (w/trap and catapult launch) aboard the USS Theodore Roosevelt
 August 2019 *Distinguished Visitor* cruise (w/10-minutes at the helm) aboard the USS Annapolis submarine
 April 2018 Selected by Vanderbilt Senior Class to deliver *The Last Lecture*
 June 2018 *Guest of Honor* at Recruit Training Command Graduation Ceremony
 April 2018 Vanderbilt NROTC *Honorary Midshipman*
 April 2017 *Madison Sarratt Prize for Excellence in Undergraduate Teaching*
 March 2017 Vanderbilt University Housing & Residential Education *Program of the Year*
 October 2014 *Honorary Captain* of Vanderbilt Football Team at homecoming game
 May 2014 Selected by Vanderbilt Senior Class to deliver *The Last Lecture*
 March 2014 *Honorary Faculty Guest* of Vanderbilt Baseball Team (threw the first pitch—a strike)
 April 2012 *David Schleyer Faculty Award for Outstanding Student Mentoring*
 February 2007 *Honorary Faculty Guest* of Vanderbilt Baseball Team (threw the first pitch—low and outside)
 April 2004 *Leadership Award*, ISPI Student Chapter, Utah State University
 Aug 2003 *Vice President of Research Fellowship*, Utah State University
 April 2002 *Instructor of the Year*, Department of Instructional Technology, Utah State University

PROFESSIONAL EXPERIENCE

- Aug. 2004– **Vanderbilt University** Nashville, TN
 Present **Principal Senior Lecturer**
 Department of Human and Organizational Development, Peabody College of Education

January 6, 2020

Associate Professor of the Practice

Division of General Engineering, School of Engineering

Teach undergraduate courses in social science research methods; organizational psychology; technology forecasting and assessment; and judgment and decision-making. Provide academic advising to 30+ undergraduate students.

Feb. 2017–
Sep. 2017

Vanderbilt University

Nashville, TN

Associate Dean for Online Programs

Responsible for leading the program to develop two new online graduate degree programs (EdD in Leadership and Learning in Organizations; MEd in School Counseling) within the Peabody College of Education—the first of their type for the college and the university. Served as the primary interface with external partner, 2U, in areas of policy development, administrative functions, marketing, technology integration, and faculty coordination.

Jan. 2017–
Present

United States Navy

Pensacola, FL; Great Lakes, IL

Consultant

Pro bono consultant to the United States Navy to develop and deliver training courses and consult on program to enhance toughness among recruits.

- Developed and delivered a 48-contact hour master's-level course, *Teaching in Higher Education*, to Navy and Marine Corps officers in preparation for their service as University ROTC Instructors
- Developed and delivered a 20-contact hour teacher training program to Naval Lieutenants and Chaplains at Recruit Training Command (the Navy's bootcamp in Great Lakes, Michigan)
- Consulted with the team to develop and deliver a training program (*Warrior Toughness*) designed to enhance toughness among Navy recruits

Sept. 2005–
Sept. 2015

Livescribe, Inc.

Oakland, CA

Senior Science Advisor

Provide empirical evidence to guide the design of software and hardware for the next generation of digital pen technologies. Since its launch in April 2008, the Pulse smartpen has won multiple awards, including *Popular Science's Best of What's New 2008*, *Popular Mechanic's 2008 Breakthrough Award*, and *MacWorld's Best of Show* in 2009.

- Inventor of 15 patented and patent-pending smartpen innovations
- Designed and developed product specifications and prototypes for an embedded display, a memorization tool, and an audio-enhanced college textbook using print-on-demand technology, tablet emulation, sound stickers, and credit card-enabled apps
- Invented binaural recording system; contribute to GUI and industrial design
- Primary interface to external academic researchers conducting studies on the use of smartpen-enabled applications
- Responsible for the design and implementation of scientific research studies demonstrating the efficacy of smartpens for classroom instruction and as a research tool
- Participated in investor presentations leading to \$130 million in funding

Nov. 2003–
Jul. 2003

OSLO Research Group, Utah State University

Logan, UT

Project Director, Open Learning Support Project***Director of Research***

Open Learning Support (OLS) is a partnership with the OpenCourseWare (OCW) project at the Massachusetts Institute of Technology. The OLS team has built infrastructure to facilitate the development of informal, self-organizing learning communities around the OCW materials.

Funding for the project comes from The National Science Foundation and the William and Flora Hewlett Foundation. Partners include MIT, Apple Computer, Akamai, and Macromedia.

- Manage and direct the day-to-day efforts of eight graduate students
- Responsible for defining product features and functionality
- Develop strategies to define and the implement scholarly research
- Manage public relations and marketing
- Develop strategies to satisfy the competing intellectual property interests of Utah State University, the funding agencies, and the open source community

Oct. 2001–
Nov. 2003 **Office of Technology Commercialization, Utah State University** Logan, UT
Licensing Associate

The Office of Technology Commercialization is responsible for the protection, development, and commercialization of faculty inventions and creative works.

- Developed office standards for overall process flow and new opportunity evaluation
- Led faculty inventors through the entire process of intellectual property protection, market research, business development, promotion, and technology licensing
- Responsible for the management of all projects originating in the Colleges of Education and Humanities, Arts, and Social Sciences
- Responsible for the management of all software-related projects, University-wide
- Primary interface to three separate law firms and University representative to State Attorney General's Office in a patent infringement lawsuit

Aug. 1997–
Mar. 2001 **Cerego, Inc.** Tokyo, Japan and San Francisco, CA
Co-Founder and Chief Scientist

Cerego is an educational software development company. It is currently the exclusive representative for Disney Asia Interactive for all of its education-related ventures.

- Inventor of adaptive learning engine: U.S. Patent No. 6,652,283
- Designed algorithms and user interface for proof-of-concept product used in outcomes research studies and investor presentations
- Managed R&D, Marketing, Product Development, and Outcomes Research groups
- Launched Silicon Valley office; recruited functional heads and staff
- Managed the design and implementation of research studies demonstrating the effectiveness, efficiency, and enjoyment of Cerego's learning products
- Participated in investor presentations leading to \$10 million in funding

Mar. 1996–
Aug. 1997 **Echelon, Corporation** Palo Alto, CA
Account Manager, Corporate Sales

Responsible for development and sales to new-name accounts in the Western United States

- Identified and prospected customers for new-name accounts in key markets
- Responsible for all phases of the sales process, from strategic planning to collections
- Exceeded sales target every month (\approx \$200k/month) selling hardware, software, training, and support

Dec. 1994–
Feb. 1996 **Cervantes, Inc.** San Francisco, CA
Vice President

Responsible for all aspects of sales, training, and customer support

- Conducted sales presentations for military, corporate, government, K-12, and higher education prospects
- Managed the installation and training of a multi-campus college pilot program
- Served as President of Educate America, Inc., a non-profit public school management corporation spin-off

- Oct. 1993–
Oct. 1994 **Forest Software, Inc.** Aspen, CO
Director of Sales
Responsible for all aspects of sales, marketing, product design, and customer support
- Developed positioning, marketing plans, and competitive analyses for Newton solutions
 - Identified customers' needs and objectives leading to product definition
 - Communicated product features and benefits at briefings and trade shows
 - Conceived, developed, and demonstrated a system that enabled MessagePads to communicate with, and control, Macintosh and Windows applications wirelessly
- May 1991–
Oct. 1993 **Apple Japan, Inc.** Tokyo, Japan
Higher Education Sales Manager
Recruited to Japan as a Networking and Communications Tech Support Engineer; later, managed Apple Japan's Higher Education sales initiative
- Developed a new sales channel: the "Apple University Consortium," comprised of the top ten Japanese universities; created drastic price reductions for faculty and students and increased profit margins to Apple
 - Responsible for product selection, forecasting, and pricing
 - Managed an Apple/Mitsubishi team in the development of a classroom network solution
 - Created and managed the Apple Student Rep program that included 125 students from 35 universities
- Mar. 1989–
May 1991 **Apple Computer, Inc.** Cupertino, CA
Service Product Manager
Managed the cross-functional team that created all Service strategies and deliverables
- Developed overall project schedule and monitored milestone dates; provided direction to team members to ensure all Service requirements were complete by product introduction
 - Negotiated design, development, and procurement contracts with OEM suppliers
 - Developed end-of-life strategies and negotiated the associated agreements with suppliers

PUBLICATIONS

Papers

- Landau, S., Bourquin, E., Miele, J., & Van Schaack, A. J. (September, 2008). Demonstration of a universally accessible audio-haptic transit map built on a digital pen-based platform. *Proceedings of the Third International Workshop on Haptic and Audio Interaction Design*, Jyväskylä, Finland.
- Gur, B. S., & Van Schaack, A. J. (2004). Approaches to assessment of online learning: Conceptual challenges. *Proceedings of the 8th International Computer Assisted Assessment Conference*, Loughborough University, United Kingdom, 127-135.

Books & Book Chapters

- Merrill, M. D., Van Schaack, A. J., & Barclay, M. (2007). Fundamental instructional strategies: First principles of instructional design. In M. Spector (Ed.), *Handbook of Research on Educational Communications and Technology* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Spector, J. M., Ohrazda, C., Van Schaack, A. J., & Wiley, D. A. (2005). *Innovations in instructional technology*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Van Schaack, A. J., & Ohrazda, C. (2005). The Role of Mentoring: Slaying Dragons—An interview with Dr. Merrill. In M. Spector, C. Ohrazda, A. J. Van Schaack, and D. A. Wiley (Eds.), *Innovations in Instructional Design* (pp. 291-301). Mahwah, NJ: Lawrence Erlbaum Associates.

Patents Granted

- Edgecomb, T. C., Van Schaack, A., & Marggraff, J. (U.S. Patent 8638319). *Customer authoring tool for creating user-generated content for smart pen applications.*
- Meyyappan, V., Marggraff, J., Edgecomb, T. C., & Van Schaack, A. (8,374,992). *Organization of user generated content captured by a smart pen computing system.*
- Van Schaack, A., & Marggraff, J. (U.S. Patent 8,284,951). *Enhanced audio recording for smart pen computing systems.*
- Edgecomb, T. C., Van Schaack, A., Marggraff, J., & Meyyappan, V. (U.S. Patent 8,265,382). *Electronic annotation of documents with preexisting content.*
- Van Schaack, A., Canova, F., Connell, B., & Lewis, R. (U.S. Patent 8,254,605). *Binaural recording for smart pen computing systems.*
- Marggraff, J. Edgecomb, T. A., & Van Schaack, A. (U.S. Patent 8,194,081). *Animation of audio ink.*
- Van Schaack, A. J., Burstrom, S., & Marggraff, J. L. (U.S. Patent 7,810,730). *Decoupled applications for printed material.*
- Van Schaack, A. J., & Smith Lewis, A. (U.S. Patent 6,652,283). *A system, apparatus, and method to maximize the effectiveness and efficiency of learning, retaining, and retrieving knowledge and skills.*

Patent Applications Under Examination

- Edgecomb, T. C., & Van Schaack, A. (Application 20140347328). *Content selection in a pen-based computing system.*
- Black, D. R., Halle, B., & Van Schaack, A. J. (Application 20140122490). *Correlation of written notes to digital content.*
- Black, D. R., Halle, B., & Van Schaack, A. J. (Application 20140118315). *Interactive digital workbook using smart pens.*
- Black, D. R., Halle, B., & Van Schaack, A. J. (Application 20140118314) *Multi-user collaboration with a smart pen system.*
- Black, D. R., Halle, B., & Van Schaack, A. J. (Application 20090267923). *Digital cursor display linked to a smart pen.*
- Van Schaack, A., & Marggraff, J. (Application 20090267923). *Digital bookclip.*
- Van Schaack, A., & Marggraff, J. (Application 20090021494). *Multi-modal smartpen computing system.*

PRESENTATIONS & SPEECHES

- Van Schaack, A. (October 2019). *Judgment and decision-making for school leaders.* Invited presentation at the Elementary School Heads Association Annual Retreat. Nashville, Tennessee.
- Van Schaack, A. (October 2019). *Reverse engineering the mind: Applications of decision-making science for engineers. Judgment and decision-making for engineers.* Invited presentation at the Vanderbilt chapter of the Society of Women Engineers. Tennessee.
- Van Schaack, A. (September 2019). *Independent school challenges: Leadership and decision-making.* Invited presentation at the Tennessee Association of Independent School's *New and Emerging Leaders Institute.* Nashville, Tennessee.
- Van Schaack, A. (August 2019). *Continuous agile learning.* Invited workshop at the WorldSkills Conference 2019. Kazan, Russia.

- Van Schaack, A. (October 2018). *Changing times requires changing minds: Education in the future*. Invited keynote at the Annual Meeting of the Educational Records Bureau (ERB). Nashville, Tennessee.
- Van Schaack, A. (October 2017). *The past, present, and future of work*. Invited presentation to the WorldSkills Conference 2017. Abu Dhabi, UAE.
- Van Schaack, A. (October 2017). *Transformation of the classical university*. Invited presentation to the WorldSkills Conference 2017. Abu Dhabi, UAE.
- Van Schaack, A. (July 2017). *Strategies to enhance academic and behavioral performance in the university classroom*. Invited presentation to the Naval Reserve Officer Training Corps, New Instructor Seminar. Naval Air Station, Pensacola: Pensacola, Florida
- Van Schaack, A. (July 2017). *Innovation in schools*. Invited presentation to the ADVIS-PennGSE Summer Leadership Institute on Innovation in Independent Schools. University of Pennsylvania: Philadelphia, Pennsylvania.
- Van Schaack, A. (Spring 2017). *The last great human invention*. Invited presentation delivered to Vanderbilt alumni groups in Chicago, Charleston, and San Diego.
- Van Schaack, A. (November 2016). *The failed promises of educational technology and why this future will be different*. Keynote presentation and the Tennessee Association of Independent Schools Biennial Conference. McCallie School: Chattanooga, Tennessee.
- Van Schaack, A. (February 2016). *Scientifically-validated teaching strategies that work in real classrooms*. Invited presentation the World Leading Schools Association Nashville Teacher Training Institute. Vanderbilt University: Nashville, Tennessee.
- Van Schaack, A. (October 2014). *The future of the workplace and the skills required to excel in it*. Keynote speech delivered at the induction ceremony for The National Society of Collegiate Scholars.
- Van Schaack, A. (February 2014). *Scientifically-validated teaching strategies that work in real classrooms*. Invited presentation to the World Leading Schools Association Nashville Teacher Training Institute. Vanderbilt University: Nashville, Tennessee.
- Van Schaack, A. (April 2014). *Multicultural considerations in the use of instructional technologies*. Invited presentation to the Abu Dhabi Education Council. Vanderbilt University: Nashville, Tennessee.
- Van Schaack, A. (December 2013). *Data driven decision-making at the classroom level*. Invited presentation to the Tennessee/Shanghai Leadership Collaborative. Vanderbilt University: Nashville, Tennessee.
- Van Schaack, A. (August 2013). Honor Code Signing Ceremony faculty speaker.
- Van Schaack, A. (April 2012). *The research basis for electronic educational texts*. Inkling Forum: Digital Learning and the Future of Textbooks. University of San Diego, School of Leadership and Education Sciences.
- Van Schaack, A. (January, 2012). *Applications of digital pen technologies in higher education*. HigherEdTECH Summit at the Consumer Electronics Show: Las Vegas, Nevada.
- Van Schaack, A., Akian, B., & Weisburgh, M. (November, 2010). *From research to revenue: Turning a great idea into a product or new business*. SIIA EdTech Business Forum: New York City.
- Van Schaack, A. J. (November 2010). *The digital age: Teaching and learning using innovative learning technologies*. The 23rd Annual Georgia Educational Technology Conference: Atlanta, Georgia.
- Moore, S., Van Schaack, A., & Groves, J. (October 2010). *Electronic inking without the tablet: Instructional applications and findings on use of the Livescribe smartpen*. IEEE Frontiers in Education Conference: Arlington, Virginia.
- Jordan, R., Van Schaack, A., & Bower, H. (October 2010). *Notetaking with Livescribe: Access technology that makes a difference*. California Association for Postsecondary Education and Disability. San Jose, California.

- Hasselbring, T., Van Schaack, A., & Shrago, J. (July 2010). *Practical implementation of technology to impact instruction*. Invited presentation at the ERDI Superintendent Technology Conference. Vanderbilt University: Nashville, Tennessee.
- Van Schaack, A. J. (April 2010). *Smartpen technologies for the blind: Low-cost, audio-tactile graphics and devices*. 2010 Council for Exceptional Children Conference: Nashville, Tennessee.
- Van Schaack, A. J. (February 2010). *Technology-based solutions in multicultural classrooms*. Invited presentation at the 2010 Conference on Technology and Multiculturalism: University of Haifa, Israel.
- Van Schaack, A. J. (November 2009). *The best of both educational worlds: Bridging the paper and digital divide*. Invited presentation at The International Symposium of the Joint Graduate School in the Science of School Education. Hyogo University of Teacher Education: Osaka, Japan.
- Van Schaack, A. J. (June 2009). *Success for the dyslexic student through assistive technologies*. *Dyslexia & Creativity: New research and implications*: Yale University: New Haven, Connecticut.
- Van Schaack, A. J., and Miele, J. (June 2009). *Innovations in STEM education for blind undergraduates using digital pen-based audio/tactile graphics*. Poster and presentation at 2009 NSF Joint Annual Meeting: Washington, D.C.
- Miele, J., & Van Schaack, A. J. (March 2008). *Audio-tactile graphics using mainstream smartpen technology: A new approach with enormous potential*. Paper presented at the CSUN International Conference on Technology and Persons with Disabilities: Los Angeles, California.
- Van Schaack, A. J. (February & April 2003). *Patents as a consideration in tenure and promotion*. Invited presentations to the Utah State University Research Council and to the Department Heads.
- Van Schaack, A. J. (January 2003). *The U.S. patent database: A valuable research resource for instructional technologists*. Invited presentation for graduate students and faculty at Brigham Young University: Provo, Utah.
- Van Schaack, A. J. (January 2003). *Practical advice for literature searches*. Invited presentation for faculty and graduate students at Utah State University: Logan, Utah.
- Van Schaack, A. J. (November 2003). *Authorship: Determining credit and responsibility for faculty-student authored publication*. Invited presentation for faculty and graduate students at Utah State University: Logan, Utah.
- Spector, J. M., Wiley, D. A., Ohrazda, C., & Van Schaack, A. J. (October 2003). *Questioning Merrill: Constructing the future of instructional science and technology*. Presidential Panel Session at the annual meeting of the Association for Educational Communications and Technology: Anaheim, California.
- Slocum, T. A., Stenhoff, D., & Van Schaack, A. J. (August 2003). *Direct instruction: A model for educational research, application, and continuous improvement*. A keynote presentation at the 15th Annual Instructional Technology Institute: Logan, Utah.
- Van Schaack, A. J., Richards, J., & Loewer, A. (August 2003). *A virtual field trip via real-time remote video broadcast*. Concurrent session at the 15th Annual Instructional Technology Institute: Logan, Utah.
- Van Schaack, A. J. (April 2003). *Intellectual property: Your rights and obligations*. Invited presentation for a Graduate Student Seminar at Utah State University: Logan, Utah.

TEACHING

- Vanderbilt University* **HOD 2500: Systematic Inquiry (3 credits)**
Introduction to qualitative and quantitative research methods, including identification of research problem, review and evaluation of literature, and design of research project.

HOD 3330: Judgment and Analytical Reasoning (3 credits)

Introduction to common decision-making errors with an understanding of the cognitive, contextual, and emotional factors behind them. Students will develop strategies to prevent false judgments and irrational decisions in realistic settings. Students will receive training in the use of Microsoft Excel as a tool for decision-making and they will complete the course with the MOS Certification at the Expert level.

ENGM 3300/6200: Technology Forecasting and Assessment (3 credits)

Methods of assessing technological changes in the social, political, ecological, economic, legal, and institutional environments. Students develop and write forecasts for decision makers using a variety of strategies including the Delphi Method, Monitoring, Normative Techniques, and Scenarios. (3300: Residential, undergraduate-level; 6200: Online, graduate-level)

HOD 2100: Understanding Organizations (3 credits)

Introduction to theory and research on human behavior in organizations. Aimed at providing a framework for understanding the dynamics of organizations around the basic issues that confront all organizations (e.g., goal setting, work performance, leadership, decision making, and managing change).

EDUC 2040: Introduction to Classroom Technologies (1 credit)

An introduction to various technologies used in classrooms with an emphasis on computer-based systems. Designed to meet State licensure requirements for teachers.

EDUC 3900: Design & Technology (3 credits)

Graduate level course on the practical applications of scientific, experimentally-validated research on learning and memory to the development of instructional technologies. Students read and discuss primary research articles from the fields of behavioral psychology, cognitive psychology, and neuroscience and apply those principles to the design of technologies that support teaching and learning.

MHPE 5520: Instructional Design and Strategies for Learning (3 credits)

A critical examination of various instructional designs and strategies that give students the opportunity to learn and practice to achieve the results desired from instruction.

MTED 2800: Computers, Teaching, and Mathematical Visualization (3 credits)

Examines the 7-14 mathematics curriculum as a body of ideas that students can develop over time and the use of computer environments to support the teaching and learning of them.

*Utah State
University*

INST 6800: Projects in Instructional Technology (2 credits)

INST 6800 and 6820 (see below) are the capstone courses of Utah State University's Instructional Technology master's program. In 6800, student teams select off-the-shelf educational products and analyze them to identify weaknesses in their instructional designs. The teams develop product improvement proposals targeted at the original manufacturers. Proposals include a product analysis, statement of work, return on investment analysis, schedule, and budget. All of the proposals in Spring 2002 were unsolicited and more than half were accepted and funded.

INST 6820: Design & Development Studio (6 credits)

INST 6820 is the companion course to INST 6800 where students carry out the proposed work. Emphasis is placed on contract negotiations, product development methods, project management, client relations, product evaluation, and post-mortem project evaluation.

INST 7900: Independent Study Mentorship (3 credits)

Instruct, advise, and evaluate three international PhD-level students performing independent study research projects related to self-organizing learning communities.

INST 7960: Educational and Psychological Research Methods (3 credits)

Introduction to qualitative and quantitative research methods, including identification of research problem, review and evaluation of literature, and design of research project.

GRANTS

Awarded
January 2012

Enhanced Instructional Feedback Using Digital Pen Technologies

Investigator: Responsible for all aspects of the study including technology development, research design, data collection and analysis, and reporting/dissemination.

Peabody College Instructional Improvement Grant • 1-year duration beginning 1/12 • \$4,560

Classroom-based research has consistently shown that “the most powerful single moderator that enhances achievement is feedback.” Unfortunately, grading papers is recognized as “...the most stressful, most time consuming, and least rewarding activity in which professors engage.” The purpose of the study is to develop and validate a low-cost, easy-to-use digital pen that enables professors to provide handwritten and spoken feedback to their students in far less time than conventional approaches while improving overall quality.

Awarded
July 2010

Combining an Evidenced Based Treatment with a Measurement Feedback System

Investigator: Responsible for Livescribe Pulse technology components including software, training (materials and delivery), and data collection system.

NIH • 5-year duration beginning 1/10 • \$2,500,000

Evidence-based treatments (EBTs) have not reached their potential to improve the outcomes for clients in community mental health treatment settings. The proposed study tests whether adding a measurement feedback system (MFS) that provides feedback on the therapeutic process and outcomes, to an existing EBT that only measures model adherence, improves therapist behavior and ultimately youth/family outcomes. Data will be collected, in part, using the Livescribe Pulse digital pen.

Awarded
September 2007

Innovations in STEM Education for Blind Undergraduates Using Digital Pen-Based Audio/Tactile Graphics

Co-PI: Responsible for technology development, qualitative and quantitative research design, building/maintaining project website, and commercialization through tech transfer
NSF • 3-year duration beginning 9/07 • \$300,000

Limited access to graphical materials has long been a problem facing blind and visually impaired students, particularly in STEM (science, technology, engineering, and mathematics) classes. The primary goal of the project was to develop, evaluate, and disseminate a low-cost, portable, easy-to-use digital pen technology that enables blind undergraduate students and educational support personnel to create, explore, and understand the diagrams and figures common to the STEM curriculum using touch and sound.

Awarded
November 2003

Improving the Value and Sustainability of Open Education Programs

Project Director: *Responsible for product definition, research, evaluation, PR, and legal*
William & Flora Hewlett Foundation / NSF • 2-year duration beginning 11/03 • \$1,035,000
Open Learning Support (OLS) is a partner with the OpenCourseWare (OCW) project at MIT.
The OLS team built infrastructure to facilitate the development of informal, self-organizing
learning communities around the OCW material.

UNIVERSITY & EXTERNAL SERVICE

2018	Search committee for Director of Bass Military Scholars Program
2018	External evaluator for proposed EdD program in Educational Leadership at West Texas A&M
2017	Associate Dean for Peabody College's online graduate program initiative
2017–Present	Academic Advisor to Delta Sigma Pi business fraternity
2016–2018	Healthy Minds Climate Survey Working Group
2016–2017	Peabody Faculty Council
2015–2018	Chair, Parking and Traffic Committee
2015	Member of Task Force for the Committee to Reevaluate Course Evaluations (EvalReval)
2014–2017	College Halls Assessment Committee
2014–2018	Judge for Tennessee State University's annual Engineering Research Symposium
2013	Faculty VUceptor
2012–2018	University Officer Education Advisory Committee (Army and Navy ROTC)
2011–2105	Faculty advisor to AKPsi business fraternity
2010–2017	Vanderbilt University Calendar Committee
2010–2014	Humphrey Fellowship Program Mentor
2009	Bonsal Education Research Entrepreneurship Award (BEREA) Selection Committee
2009–Present	Faculty Marshall at commencement ceremony
2008–Present	Office of Undergraduate Admissions presentations: PreVU, Black & Gold Days, MOSAIC
2008–Present	Peabody College presentations: Peabody Open House, Parents' Weekend
2007–2016	Peabody College Small Grants Review Committee
2006–2013	Peabody College Curriculum Committee
2005–2009	Department of Human and Organizational Development Coordinating Committee
2006	NCATE Certification Committee (Secondary Education Math Report)

Workshops and Panels

July 2019	<i>Schools and Classrooms of the Future</i> (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
Dec. 2018	<i>Teaching in Higher Education</i> (seven-day workshop to train 60 Navy officers transitioning from sea duty to their new duty as NROTC Instructors at universities across the United States)
Oct. 2018	<i>Training the Toughness Trainer</i> (three and a half-day workshop to train 9 Navy officers who are delivering toughness training curriculum to recruits at the Navy bootcamp in Great Lakes.)
Sept. 2018	<i>Training the Toughness Trainer</i> (three and a half-day workshop to train 10 Navy officers who are delivering toughness training curriculum to recruits at the Navy bootcamp in Great Lakes.)
July 2018	<i>Teaching in Higher Education</i> (seven-day workshop to train 105 Navy officers transitioning from sea duty to their new duty as NROTC Instructors at universities across the United States)

- July 2017 *Schools and Classrooms of the Future* (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
- July 2017 *A Historical and Contemporary Perspective on Developments in Human Learning* (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
- July 2016 *Schools and Classrooms of the Future* (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
- July 2016 *A Historical and Contemporary Perspective on Developments in Human Learning* (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
- Oct. 2015 *Professional Behavior at Vanderbilt and Beyond* (workshop delivered to the members of the Society of Women Engineers)
- Sept. 2015 *Teaching 101* (workshop delivered to officer/instructors in the NROTC unit)
- July 2015 *Schools and Classrooms of the Future* (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
- July 2015 *A Historical and Contemporary Perspective on Developments in Human Learning* (one-day workshop delivered to master's students enrolled in Vanderbilt's Independent School Leadership master's degree program)
- Feb. 2015 *How to Get Any Job You Want and Then Keep It* (workshop delivered to the members of the Society of Women Engineers)
- 2014–Present *Academic Integrity at Vanderbilt University* (summer workshop delivered to student-athletes)
- Aug. 2013 *Peabody Teaching Workshop: Avoiding Plagiarism* (graduate student teaching workshop)
- Feb. 2013 *Teaching Large Classes* panelist (Center for Teaching)
- Oct. 2011 *Improving Instructional Improvement and Research Grants* (workshop for Peabody faculty)
- Feb. 2011 *Preventing Plagiarism and Teaching about Academic Discourse* panelist (Center for Teaching)
- 2011–2014 *The Art of the Elevator Pitch* (workshop delivered each year to AKPsi fraternity members)
- 2010–2016 *Introduction to Research Methods* workshop (Humphrey Fellows Program)
- 2010–2016 *The Science and Technology of Teaching and Learning* workshop (Humphrey Fellows Program)

Undergraduate Independent Study Projects (84 in total)

- Fall 2019 Taylor Matalon, Dmitry Semenov
- Spring 2019 Sophie Gaylor
- Fall 2018 Sophie Gaylor, Alexa Levitt
- Fall 2017 Melanie Benson, Liz Herman, Emilia Kraus, Rachel Perry, Rob Trone
- Spring 2017 Owen Averbuch, Zach Freeling, David Pawlan, Maddie Phelan, Maddie Stewart, Will Sullivan
- Fall 2016 Justin Crofford
- Spring 2106 Robinson Littrell, Samantha Garson
- Fall 2015 CC Hoogland, Annie Vreeland, Marika Crowe, Meredith Haley
- Spring 2015 Brandon Katz, Emily Grant, Madeline Tague, Alexa Grabell, Hillary Rosenjack, Ryan Eisenman, Rachael Graham, Stevie Ringel
- Fall 2014 Samantha Garson, Elizabeth Mellgard
- Spring 2014 Ariel Altman, Andrew Greene, Nick Gravante, Gena Inbusch

Fall 2013	Katherine Francis, Katherine Smith
Spring 2013	Nick Gravante, Gena Inbusch, Amber Strohauer
Fall 2012	Paige Cahill, Chelsea Pasfield, Jane Taylor
Spring 2012	Maria Garpestad
Fall 2011	Kevin Dunne, Caroline Tricoli
Spring 2011	Rebecca Goldberg, Alex Hormozi, Will Parker Roe
Fall 2010	Gillis Bernard, Daniel Newman, Michelle Olson, Emma Rogers, Katie Smietana, Lydia Vaughan, Mills Weinmann
Spring 2010	Leya Edelstein, David Hecht, Ben Naturman, Jake Ryner, Devin Sullivan, Tyler Sanchez
Fall 2008	Andrew Hart, Chris Hart, Ben Naturman, Tyler Sanchez
Spring 2008	Kimberly Conner, Larry Simmons, Andrew Smith, Lucy Watson, Jerry Yirenkyi
Fall 2007	Caroline Hickey, Rhymes Walton
Spring 2007	Ur Barzel
Fall 2006	Brian Mitchell, Kay Robinson
Spring 2006	Liz Berey, Kristen Smietana, Brittany Thompson, Jon Torodash
Spring 2005	Susan Hope, Jacob Wilson

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