

LISA R. HALVERSON

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QUALIFICATIONS

- Passionate about nurturing student learning and growth in traditional and online settings
 - MA History from Stanford; Ph.D. Instructional Psychology & Technology
 - 18 years experiences designing and teaching traditional, blended, and online learning:
 - Designed and taught new general education World History course
 - Adjunct for George Mason's online, competency-based BOLS Master's Program
 - 7 years teaching blended World History and World Civilization college courses
 - 10 years teaching high school Social Studies and English, with one year for online Open High School of Utah
 - Teaching assistant in Stanford History department (Jewish History)
 - Excellent skills in written and verbal communication, professionalism, and collaboration
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EDUCATION

- Ph.D.** **Brigham Young University** August 2016
Instructional Psychology & Technology, McKay School of Education
Advisor: Charles Graham, Ph.D.
Dissertation: Conceptualizing blended learning engagement. Theoretical framework for learner engagement awarded ETR&D Young Scholar Award (2015). Expert understanding of blended and online learner engagement.
- Teaching Credential** **Notre Dame de Namur University** 2001
Crosscultural, Language and Academic Development Teaching Credential
- M.A.** **Stanford University** 1999
History
Advisor: Steve Zipperstein, Ph.D.
Focus: Modern Israeli and Palestinian History, particularly state formation and immigration
- Wallenberg Scholarship** **Hebrew University of Jerusalem** 1996-1997
Coursework included Israeli and Palestinian History, Cultures, and Literature
- B.A.** **Stanford University** 1996
International Relations, with Honors (History specialization)
Advisor: Mark Mancall, Ph.D.
Honors Thesis: Contested religious space and time in the reconstruction of historical memory: Conflict and juxtaposition at the Tomb of the Patriarchs. Awarded the Firestone Medal for Excellence in Undergraduate Research.
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TEACHING EXPERIENCE

K-12 Level

K-12 Instructor *Literature, Writing, and Language* 2009-2010
Open High School of Utah (now, Mountain Heights Academy)

- Facilitated asynchronous learning and proactive mentoring of students in the opening year of new online charter school.
- Developed and deployed creative, interactive curriculum using diverse and robust online resources.
- Voted Teacher of the Year by students and staff.

K-12 Instructor *English, Communications* 2000-2003
Henry M. Gunn Senior High School, Palo Alto, CA 2006-2009
Literature, Writing, and Language

- Stimulated discussion and close textual analysis of world literature.
- Fostered energetic, supportive environment with varied structures for organizing group work.

Communication

- Designed engaging curriculum for public speaking, active listening, and written expression, using hands-on lessons in media studies, career exploration, interviewing, and descriptive writing.

Elizabeth Chou, who I taught during her sophomore year in high school, wrote: "Her method of teaching is ... by instigating thought and allowing the students to make the final discovery for themselves.... [This] gave just the right amount of structure to send us off in the right direction to make and understand an important inference ... without having too much structure, so that we could claim the discoveries that we made as our own."

K-12 Instructor *English Literature, Writing, and Language* 2003-2005
Edgewood High School, Ellettsville, IN

- Grounded pedagogy in analysis and discussion of core texts and in visible connections to students' own lives.
- Mentored diverse ability levels in semi-rural community, where a slight majority of parents had no higher education background.

Steve Brewer, department chair during my tenure, wrote: "[Lisa] embodies an ideal of the scholar-teacher. Her intelligence, her utter absence of cynicism, her collegiality, her good humor and her kindness distinguish Lisa.... Whole-heartedly, I recommend her...."

K-12 Instructor *World History (WWI to Cold War)* Summer 2000
Henry M. Gunn Senior High School, Palo Alto, CA

- Planned and taught course for a challenging mixed class of pre-high school and upper-class students.
- Independently developed unit on the Holocaust using artwork, poetry, primary sources, and documentaries.

University Level

Adjunct Instructor *History of Civilization, History of Learning, History of Creativity, Western Humanities,* 2010-present
Brigham Young University

- Designed, developed, and taught various World History courses, using historical documents, literature, art, and architecture to explore central questions about human nature, learning, civilization, and creativity.
- Courses taught either online (Humanities) or in a blended format.

Adjunct Lecturer *Introduction to Middle Eastern Studies* Winter, Fall 2011
Brigham Young University

- Introductory course in Middle Eastern history, culture, and religions, taught in a blended format.

Teaching Assistant *History and Representation of the Holocaust* Fall 1999
Department of History, Stanford University

- Helped implement innovative course on Holocaust history.

Dr. Schweber, Professor of Education and Jewish Studies at UW-Madison, wrote this: "In the discussion sections [Lisa] led, in the comments she made on students' papers, and in the informal interactions she had with students, she was consistently able to spur students' intellectual growth, to challenge their thinking in deep and important ways, but to do so gently, somehow always communicating a fundamental respectfulness towards their ideas."

Teaching Assistant *Jews in the Modern World* Winter 1999
Department of History, Stanford University

- Facilitated discussion sections and met individually with students.
- Lectured when Dr. Zipperstein was away.

Dr. Steve Zipperstein, Daniel E. Koshland Professor of Jewish Culture and History, wrote this: "[Even while an undergrad Lisa's work] was subtle, deeply perceptive, and showed already the workings of a fine historical mind.... She is a person of great empathy, great sensitivity, and true, deep, intelligence. She is thoughtful, kind, and also—despite the quiet way she carries herself—funny, ironic, and someone who teaches with clarity and authority."

Graduate Level

Adjunct Instructor *The ART of Online Communication* Fall 2017
Graduate School of Education, George Mason University

- Provide personalized and timely feedback to in-service teachers in online course about improving targeted online communication.

Instructor/Editor Academia Istropolitana 1993
Bratislava, Slovak Republic

- Developed and implemented course English course for international graduate students from various Eastern European countries.
- Editor for the institute's international correspondence.

ADDITIONAL DESIGN & DEVELOPMENT EXPERIENCE

Board Member	<i>American International School of Utah</i>	2012-2013
	<ul style="list-style-type: none">• Founding board member assisting with analysis and design of innovative blended K-12 charter school.	
Supervisor & Designer	<i>Latinos in Action</i> Mountain View High School, Orem, UT	2009
Educational Designer	<i>Mathers Museum of World Cultures</i> Indiana University-Bloomington	2005-2006
	<ul style="list-style-type: none">• Developed outreach kits for K-8 social studies classes, using museum artifacts, photographs, and slides. Also created project for older adults at local museums.	
Interviewer & Evaluator	<i>Center for Research on Learning and Technology</i> Indiana University-Bloomington, with PBS	2005-2006
	<ul style="list-style-type: none">• Interviewed K-12 teachers and principals, then analyzed qualitative data for what responses showed about effective teacher training.	
Curriculum Designer	<i>Teaching Shakespeare Institute</i> Folger Shakespeare Library with Georgetown University and NEA	2004
	<ul style="list-style-type: none">• Conducted primary research, studied under professors of Early Modern English, performed under tutelage of actors/directors, and collaborated with other K-12 teachers to design resources for teaching Shakespeare.	
Peer Collaborator	<i>Peer Observation Professional Development Group</i> Henry M. Gunn High School, Palo Alto, CA	2002-2003
Collaborator	<i>Summer 2001 Invitational San Jose Area Writing Project</i>	Summer 2001
Participant	<i>Marilyn Bates “Elements of Instruction” Workshops</i>	2000
	<ul style="list-style-type: none">• Studied and then practiced instructional design concepts of: developing and teaching to appropriate learning objectives, task analysis, engaging students, evaluating student progress, creating effective sets and closures, and differentiating lessons.• Developed and later implemented lessons in the classroom.	
Program Designer	<i>International Focus Dormitory</i> Stanford University	1995-1996
	<ul style="list-style-type: none">• Collaborated with a team of 5 undergraduates, professor and spouse to design and implement programs in Stanford’s International Dorm.	

PUBLICATIONS

- Halverson, L. R.** Larsen, R. A. A., Sudweeks, R. R. & Graham, C. R. (under review). Development of a scale to measure learner engagement in blended learning environments.
- Halverson, L. R.** & Graham, C. R. (under review). Learner engagement research in blended contexts: A conceptual framework.
- Henrie, C. R., Larsen, R., Manwaring, K., **Halverson, L. R.**, & Graham, C. R. (under review). Validation of a longitudinal activity-level measure of student engagement.
- Halverson, L. R.**, Spring, K. J., Hewitt, S., Henrie, C. R., & Graham, C. R. (2017). Blended learning research in higher education and K-12 settings. In J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.), *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy*. Springer International Publishing.
- Manwaring, K, Larsen, R., Graham, C., Henrie, C., & **Halverson, L. R.** (2017). Investigating student engagement in blended learning settings using experience sampling and structural equation modeling. *Internet and Higher Education*.
- Halverson, L. R.** (2016). Conceptualizing Blended Learning Engagement (Doctoral dissertation). Retrieved from BYU Scholars Archive, All Theses and Dissertations. (Paper 5981).
- Henrie, C. R., **Halverson, L. R.**, & Graham, C. R. (2015). Measuring student engagement in technology-mediated learning: A review. *Computers & Education, 90*, 36-53.
- Graham, C. R., Henrie, C. R., & **Halverson, L. R.** (2015). Review of Blended: Using disruptive innovation to improve schools. *Teachers College Record, 304*.
- Halverson, L. R.**, Graham, C. R., Spring, K. J., Drysdale, J. S. & Henrie, C. R. (2014). A thematic analysis of the most highly cited scholarship in the first decade of blended learning research. *The Internet and Higher Education, 20*, 20-34.
- Drysdale, J. S., Graham, C. R., Spring, K. J., & **Halverson, L. R.** (2013). An analysis of research trends in dissertations and theses studying blended learning. *The Internet and Higher Education, 17*, 90–100.
- Halverson, L. R.**, Graham, C. R., Spring, K. J., & Drysdale, J. S. (2012). An analysis of high impact scholarship and publication trends in BL. *Distance Education, 33*(3), 37–41.
- Halverson, L. R.**, Bostwick, J. A., Cates, S. R., & West, R. E. (2011). Educational technology research journals: "The American Journal of Distance Education," 2001-2010. *Educational Technology, 51*(4), 59-64.

PRESENTATIONS

- Halverson, L. R.**, Graham, C. R., & Larsen, R. A. A. (November 2016). Learner engagement in blended contexts: What scale development and factor analysis tell us about face-to-face and online engagement indicators. OLC Accelerate 2016. Orlando, FL: Online Learning Consortium. Awarded “Best in Track.”
- Halverson, L. R.** (October 2016). Conceptualizing blended learning engagement. 2016 AECT International Convention. Las Vegas: NV: Association of Educational Communications and Technology.
- Halverson, L. R.** & Graham, C. R. (2015). Learner engagement in blended learning environments: Exploring a conceptual framework. 12th Annual Online Learning Consortium Blended Learning Conference and Workshop. Denver, CO: The Sloan Consortium.
- Manwaring, K., **Halverson, L. R.**, Henrie, C. R., Bodily, R., & Graham, C. R. (2014). Course design from the learner’s point of view through the use of intensive longitudinal methods. 11th Annual Online Learning Consortium Blended Learning Conference and Workshop.
- Henrie, C. R., **Halverson, L. R.**, Bodily, R., Sandberg, D., & Graham, C. R. (2014). Measuring engagement in blended and online learning. 11th Annual Online Learning Consortium Blended Learning Conference and Workshop. Denver, CO: The Sloan Consortium.
- Halverson, L. R.**, Graham, C. R., & Henrie, C. R. (2013). Measuring cognitive and affective engagement in blended and online settings. 10th Annual Sloan Consortium Blended Learning Conference and Workshop. Milwaukee, WI: The Sloan Consortium.
- Halverson, L. R.**, Graham, C. R., Spring, K. J., Drysdale, J. D., & Henrie, C. R. (2013). Scholarship trends in blended learning. 10th Annual Sloan Consortium Blended Learning Conference and Workshop. Milwaukee, WI: The Sloan Consortium.
- Halverson, L. R.**, Graham, C. R., Spring, K. J., & Drysdale, J. S. (2012). Analysis of high scholarship and publication trends in blended learning. 9th Annual Sloan Consortium Blended Learning Conference and Workshop. Milwaukee, WI: The Sloan Consortium.
- West, R. E., **Halverson, L. R.**, Juncker, J., Oviatt, D., & Randall, D. (2011). A decade of research in educational technology journals. Symposium presented at the Association for Educational Communications and Technology (AECT) Conference. Jacksonville, FL.
- Halverson, L. R.**, Graham, C. R., Griffiths, M., & Borup, J. (2011). Scaling up use of the asynchronous video learning model: An institutional implementation. E-Learn World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education. Honolulu, HI: Advancement of Computing in Education.
- Halverson, T., & **Halverson, L. R.** (2011). Developing learning communities in higher education using Twitter. Scholarship of Teaching and Engagement Conference. Orem, UT: UVU.

HONORS & AWARDS

Best in Strand Award , for presentation on learner engagement, Research track at the OLC Accelerate 2016. Orlando, FL: Online Learning Consortium.	2016
ETR&D Young Scholar Award , for the best paper discussing a theoretical construct to guide research and/or development in educational technology. Association of Educational Communications and Technology (AECT)	2015
Qualitative-Based Research Journal Article Award—1st Place , Division of Distance Learning, Association of Educational Communications and Technology (AECT)	2015
Outstanding Student Research Award , Department of Instructional Psychology & Technology, Brigham Young University	2014
Graduate Research Fellowship Award , Brigham Young University	2013-2014
Mentored Research Conference Award , Brigham Young University	2013
Teacher of the Year , Open High School of Utah	2010
Teaching Shakespeare Institute scholarship, Folger Shakespeare Institute	2004
Professional Tenure received for service at Henry M. Gunn High School, ranked that year in <i>Newsweek's</i> survey of public high schools as 1 st in Northern California, 3 rd in the state, and 50 th in U.S.	2003
Multiple Newhouse & Dorot Foundation Travel Grants , Stanford University	1997-1999
Mellon Foundation Fellowship , Stanford University	1997-1998
Fulbright Fellowship , Hebrew University	1996-1997
Raoul Wallenberg Leadership Scholarship , Hebrew University Develop democratic leadership through coursework, internships, and humanitarian project to develop a neighborhood playground in a mixed Arab/Jewish town.	1996-1997
Phi Beta Kappa Honors Society , Stanford University	1996
Firestone Medal for Excellence in Undergraduate Research , Stanford University Recognizes top 10% of all honors theses in social science, science and engineering.	1996
Undergraduate Research Grant , Stanford. For research in Israel & West Bank.	1995

CITIZENSHIP & SERVICE

- Director, Advocacy and Vigilance**, Mormon Women for Ethical Government 2017-present
- Non-partisan group acting to promote ethical governance, education, and civility.
- Grant Writing**, Brigham Young University 2012-2015
- Participated in grant writing for Spencer Foundation, IES, and MSE Research Cluster.
- Board Member**, American International School of Utah 2012-2013
- Founding member for innovative blended learning K-12 charter school (opened 2014).
- Lilly Scholarship Selection Committee Member**, Edgewood High School 2004-2005
- Peer Evaluator**, Henry M. Gunn High School 2002-2003
- Used “Elements of Instruction” model to observe and evaluate peers’ teaching.
- Youth Community Service Club Co-Advisor**, Henry M. Gunn High School 2001-2003
- Mentor for one of Gunn High School’s largest and most active service clubs.
- Camp Anytown Teacher Participant**, Henry M. Gunn High School 2001
- Student-staff retreat to promote understanding in diversity and intergroup relations.
- Tutor**, Various settings, Palo Alto, CA & environs 1997-2003
- Coached K-12 students from various socio-economic and cultural backgrounds, including many English-language learners.

INSTRUCTIONAL TECHNOLOGIES & SKILLS

- Canvas
- Learning Suite
- BrainHoney
- Microsoft Office Suite
- Google Education
- Screencasting
- Adobe Connect
- mPlus, SPSS
- Critical Thinking
- Writing & Research
- Active Learning
- Qualitative & Quantitative Analysis

INTERESTS

History; Holocaust Studies; Israeli/Palestinian Studies; Learner Engagement; Online & Blended Learning; Shakespeare; Triathlons; Canoeing; Hiking; World Languages and Travel.

REFERENCES

Charles Graham, Ph.D.

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Brigham Young University
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Steve Brewer

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