

ALLAN MORRIS SHWEDEL
Professor Emeritus & Adjunct Professor
Department of Secondary and Higher Education, School of Education
Salem State University
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EDUCATION

Ph.D. Indiana University, Education (Educational Psychology), 1979
Specialization: Cognitive Development
Minors: Psychology and Linguistics
A.B. University of Michigan, Psychology, 1971

ADDITIONAL TRAINING

Certificate of Association, Boston Family Institute (1984)
Generic Systems Thinking and Integrative Family Therapy Training Program

Current Position

EMERITUS PROFESSOR & ADJUNCT PROFESSOR
(July 2019 – Present)

Former Position

PROFESSOR AY16-17 – AY18-19
Department of Secondary and Higher Education, Salem State University
Interim Department Chair, Fall, 2015 – Summer, 2017
Associate Professor AY07-08 – AY15-16; Assistant Professor AY01-02 – AY06-07

Courses Taught:

Undergraduate Level:

EDU100: Premise of the School;
EDU 110: The Contemporary Middle School;
EDU 205/ EDC 205: Educational Psychology;
EDU 208A: Teaching Learning and Assessment;
EDU 252: The Contemporary High School;
EDU 407: Computer Literacy of Education Professionals
EDC 325: Program Planning and Evaluation
EDC 416: Assessment Methods

Graduate Level:

EDU702: Advanced Educational Psychology;
EDU 708: Research in Policy, Planning and School Performance;
EDU 720: Child Growth and Development;
EDU 738: Research Across the Curriculum (online and traditional formats); and
EDU 787: Theories of Curriculum Development and Evaluation
EDC 762: Technology Methods in Education

Other University Responsibilities and Related Activities:

Education Unit Assessment Coordinator (September, 2001 – Summer, 2014)
<https://ssuncate2013.pbworks.com/w/page/47447803/Overview>
School of Education Technologist (September, 2014 – Spring, 2016)
Administrative Software Advisory Group (ASAG) (AY09-10 – AY18-19)
Research and Documentation Specialist, Project Learn/21C
(a federally funded PT3 grant) September, 2003 – August, 2007;
Acting Project Director, AY05-06)
NCATE Steering Committee Member (AY05-06; AY06-07)

Project NOBELL & NOBELL Secondary, (a federally funded OELA Title III grant)
Evaluator (AY04-05 – Spring, 2014)
Project PET, Evaluator (a federally funded OELA Title III grant) (AY05-06)
University Wide Assessment Committee Member (AY09-10 – AY18-19)
Education Unit Assessment Committee Member (AY08-09 – AY18-19)
Education Unit Assessment Committee Chair (AY13-14)
Institutional Review Board Committee Member (Fall, 2010 – Spring, 2014)
Institutional Review Board Committee Chair (Fall, 2012 – Summer, 2014)
Horace Mann Laboratory School's School Site Council Member (AY07-08 – AY09-10)
Salem Public Schools Turn Around Initiative – Assessment Support for the District's Mathematics
Coordinator (AY2011-12 – AY2013-14)
SSU Upward Bound Program – Internal Evaluator (AY08-09 – AY11-12)
University Academic Planning – Reviewer for Political Science department (AY10-11)
NEASC – Standard X (Public Disclosure) Self-Study Committee (AY09-10 – AY10-11)
Faculty Learning Community Facilitator – Games and Simulations (AY11-12)
Comprehensive Internationalization Task Force, (AY14-15 –AY15-16) and
Communication and Data Sub-committee Co-chair (Fall, 2014 –Spring, 2016)
Liberian Peacebuilders Fieldwork Co-Faculty Leader (AY2011 – present)
Fulbright Specialist – Petro Mohyla Black Sea National University – Using Assessment
to Improve Teaching and Learning (AY14-15)
Center for Teaching Innovation - Faculty Fellow for Assessment (AY15-17; AY17-19)

ADDITIONAL TEACHING EXPERIENCE

ADJUNCT INSTRUCTOR

Department of Education and Human Services, Simons College
Boston, MA 02315 (Summers: 1993 - 2004) Educational Psychology (GEDU445)

VISITING INSTRUCTOR

Wheelock College, Graduate School, Boston, MA 02135
Evaluation of Research in Early Childhood Education (Ed. 728). (Summer, 1983); Program Evaluation
(Ed. 726). (1987 - 1991)

VISITING LECTURER III

University of New Mexico, Educational Foundations Department
Introductory Statistics (EF 501); Educational and Psychological Measurement (EF 474). (1981-1982)

VISITING ASSISTANT PROFESSOR

University of Illinois, Educational Psychology Department
Introductory Statistics (Ed. Psy. 390); Cognitive Development: Birth through Adolescence (Ed. Psy.
299); Educating the Young Gifted Child (Sp.Ed. 316). (1980-1981)

LECTURER

Eastern Kentucky University, Elementary Education Department
Cognitive Development in Young Children (ELE-625). (Summer, 1979)

ADDITIONAL RESEARCH, EVALUATION, AND CLINICAL EXPERIENCE

CONSULTANT – PROGRAM EVALUATOR

Salem Public Schools' Gifted and Talented Planning Grant
Primary responsibility: Provided a formative evaluation report on the school district's academic training
component of the planning grant. (Spring, 2008)

CONSULTANT – FORMATIVE EVALUATOR

Salem State University's Upward Bound Program
Primary Responsibility: Provided a preliminary exploratory analysis of achievement and support
services among SY2002-03 and SY2004-04 9th Grade Cohorts (Summer, 2010)

ASSISTANT DIRECTOR (MANAGER)

Office of Research, Assessment, and Evaluation, Boston Public Schools, Boston, MA 02108

Primary responsibility: Facilitate the work of the unit in the areas of program evaluation, information dissemination, formative and summative assessment, and school accountability. (1986 - 2001)

CONSULTANT - DATA ANALYSIS

Harvard University - Office of the Vice President

Primary Responsibility: Working on affirmative action employment projections for the year 2000. (Winter, 2001)

CONSULTANT - DATA ANALYSIS

Benjamin Banneker Charter School, Cambridge, MA 02140

Primary responsibility: Analyze Stanford 9 and MCAS results. (1998-1999)

RESEARCH ANALYST

Massachusetts Board of Regents of Higher Education: Regents Computer Network, Boston, MA 02114

Primary Responsibility: Supervised computer programmers and data analysts in developing, maintaining and reporting on student databases for the Board of Regents. (1983,1984-1986)

OUTREACH FAMILY THERAPIST

Hallgarth Institute, Bourne, MA 02532

Primary Responsibility: Provided home-based family and individual therapy to multi-problem families. (1984-1985)

COGNITIVE DEVELOPMENTAL THERAPIST/RESEARCH ASSOCIATE

Language and Cognitive Development Center, Boston, MA 02130

Primary Responsibilities: Provided training to young autistic children and their families and worked on the development of assessment procedures to monitor child progress. (1983-1984)

VISITING ASSISTANT PROFESSOR

University of Illinois

Primary Responsibilities: Served as project evaluator for four federally funded model programs for preschoolers: PEECH Project (handicapped); RPYHT Project (gifted/talented handicapped); University of Illinois Preschool Program for the Gifted (gifted/talented); and University of Illinois Resource Access Project (a technical assistance project serving Headstart) Related Duties: Prepared proposals for external funding; wrote periodic reports; developed instruments to assess program effectiveness; developed and coordinated research projects; advised graduate students on design and implementation of research projects and doctoral theses. (1979-1983)

VISITING LECTURER III

Educational Research and Evaluation Center, University of New Mexico

Primary Responsibilities: Provided consultative services to faculty and students in statistics (univariate and multivariate), research design, evaluation, and computer utilization. (1981-1982)

EVALUATION CONSULTANT

TADS (Technical Assistance Development System), University of North Carolina

Primary Responsibility: Provided evaluation assistance to the PIPE Project, a parent-infant intervention program serving Native Americans. (1982-1984)

EVALUATION CONSULTANT

WESTAR (Western States Technical Assistance Resource), University of Oregon

Primary Responsibility: Provided evaluation assistance to two federally funded parent-infant programs: one serving Native Americans (PIPE Project) and the other serving families in rural areas (New Vistas Project). (1981-1982)

RESEARCH AND EVALUATION COORDINATOR

Institute for Child Study, Indiana University

Primary Responsibility: Provided ongoing program evaluation and designed follow-up research to assess the effectiveness of a federally funded program (Project FEED) to teach young adolescents about the development of infants and preschoolers. (1978-1979,1980)

RELATED EXPERIENCE

VALUE Institute Certified Scorer – Critical Thinking, American Association of Colleges & Universities (2020 – 2021)

REVIEWER, Fulbright Specialist Peer Review Committee for Education Applicants, Institute of International Education (2016)

REVIEWER, AACTE Annual Convention (2007)

DISCUSSANT, Division H (Research, Evaluation, & Assessment in Schools), AERA Annual Convention, various panels (1992, 1997- 1999, 2004); SIG – TACTL (Technology as an Agent of Change in Teaching and Learning) 2018.

REVIEWER, AERA Annual Convention: Division H - Research-Evaluation-Assessment in Schools (1995 – 98, 2000 – 08, 2019-)20; Division C - Learning and Instruction (2005 - 2008); Division D – Measurement and Research Methodologies (2001, 2003, 2004); Division J - Post-Secondary Education (2018); Division K - Teaching and Teacher Education (2006 – 2008, 2014, 2015); SIG-Technology as an Agent of Change in Teaching and Learning (2014, 2017, 2018, 2020); SIG_Teaching Educational Psychology (2020), SIG-Technology, Instruction, Cognition & Learning (2014, 2015); and SIG - Classroom Assessment (2001, 2017)

REVIEWER, SITE Annual Convention: 2018

REVIEWER, *Creative Education*: 2019 - 2020

REVIEWER, *Teaching Exceptional Children* (1980 - 1985)

REVIEWER, *Journal of the Division for Early Childhood* (1983 - 1988)

REVIEWER, Fulbright Scholar Competition, 2019-2020 (2018)

LEAP for Education – Education Advisory Committee – member (2019)

PUBLICATIONS

Buttner, J., Shwedel, A., Carroll, G., Weagba, G., Domah, R., Jaiah, P., Kpadeh, Z., Weefa, G., Kulah, J., and Yama, M. (2018). Ponds for Peace: A Collaborative Aquaculture Project in Liberia, *World Aquaculture*, 49 (4), 51-57.

Carifio, J., Biron, R., and Shwedel, A. (1992) Results of the Vocational Education Database System Employer Follow-up Survey for Massachusetts Community Colleges, *Community/Junior College Quarterly of Research and Practice*, 16, 293-303.

Carifio, J., Biron, R., and Shwedel, A. (1991) A Comparison of Community College Responders and Nonresponders to the VEDS Follow-up Survey. *Research in Higher Education*, 32(4), 469-477.

Carroll, G., & Shwedel, A. (2003). Recruiting and Preparing Teacher Candidates from Diverse Racial and Ethnic Backgrounds for Licensure in Mathematics and Science for Massachusetts Public Schools. Boston: Massachusetts Board of Higher Education, State College Council of Presidents.

Carroll, G. & Shwedel, A. (accepted for publication). Preliminary report on a Model for Collaborative, Multi-faceted Development: Dialoging Development, Sustaining Peace. *United Methodist University Research Journal*.

Gusho, L., Cervoni, C., & Shwedel, A. (submitted for publication, 10-2021) Examining the Potential Usefulness of McTighe's Conceptual Framework for Professional Development.

- Karnes, M., Johnson, L., Cohen, T., and Shwedel, A. (1985) Facilitating school success among mildly and moderately handicapped children by enhancing task persistence. *Journal of the Division for Early Childhood*, 9, 151-161.
- Karnes, M., Kokotovic, A., and Shwedel, A. (1982) Transporting an early childhood handicapped model to replication sites nationwide: A follow-up study. *Journal of the Division for Early Childhood*, 6, 42-51.
- Karnes, M., Linnemeyer, S., and Shwedel, A. (1981) A survey of federally funded model programs for handicapped infants: Implications for research and practice. *Journal of the Division for Early Childhood*, 2, 25-39.
- Karnes, M., and Shwedel, A. (1981) *RAPYHT project: Activities for talent identification*. Urbana, IL: Institute for Child Behavior and Development, University of Illinois.
- Karnes, M., and Shwedel, A. (1982) Assessment of preschool giftedness. In Paget, K. and Bracken, B. (Eds.) *Psychoeducational assessment of preschool and primary aged children*. New York: Grune and Stratton.
- Karnes, M. and Shwedel, A. (1987) Differences in attitudes and practices between fathers of young gifted and fathers of young non-gifted children: A pilot study. *Gifted Child Quarterly*, 31, (2), 79-82.
- Karnes, M., Shwedel, A., and Kemp, P. (1985) Maximizing the potential of the young gifted child. *Roeper Review*, 7 (4), 204-209.
- Karnes, M., Shwedel, A., and Lewis, G. (1983) Long-term effects of early programming for the gifted/talented handicapped. *Journal for the Education of the Gifted*, 6 (4), 266-278.
- Karnes, M., Shwedel, A., and Lewis, G. (1983) Short-term effects of early programming for the young gifted handicapped child. *Exceptional Children*, 50, 103-109.
- Karnes, M., Shwedel, A., Lewis, G., Ratts, D., and Esry, D. (1981) Impact of early programming for the handicapped: A follow-up study into the elementary school. *Journal of the Division for Early Childhood*, 4, 62-79.
- Karnes, M., Shwedel, A., and Linnemeyer, S. (1982) The young gifted/talented child: Programs at the University of Illinois. *Elementary School Journal*, 82, 195-214.
- Karnes, M., Shwedel, A., and Steinberg, D. (1984) Styles of parenting among parents of young gifted children. *Roeper Review*, 6 (4), 232-235.
- Karnes, M., Shwedel, A., and Williams, M. (1983) Combining instructional models for young gifted children. *Teaching Exceptional Children*, 15, 128-135.
- Karnes, M., Shwedel, A., and Williams, M. (1983) A comparison of five approaches for educating young children from low-income homes. In The Consortium for Longitudinal Studies (Eds.), *As the twig is bent...Lasting effects of preschool programs*, Hillsdale, NJ: Lawrence Erlbaum Associates.
- Karnes, M., Steinberg, D., Shwedel, A., and Admunsen, J. (1983) *RAPYHT talent assessment for program planning*. Champaign, IL: RPYHT Project, Institute for Child Behavior and Development, University of Illinois.
- Mueller, D., and Shwedel, A. (1975) Some correlates of net gain resultant from answer changing on objective achievement test items. *Journal of Educational Measurement*, 12, 251-254.
- Mulcure, D. & Shwedel, A. (August, 2016) Transforming Bloom's Taxonomy Into Classroom Practice: A Practical Yet Comprehensive Approach to Promote Critical Reading and Student Participation. *Journal of Political Science Education*, 13 (2).
- Perry, F., and Shwedel, A. (1979) The interaction of visual information, verbal information and linguistic competency in the preschool aged child. *Journal of Psycholinguistic Research*, 8, 559-566.
- Shwedel, A. (1978) Book Review: Toward a psychology of reading: The proceedings of the CUNY conference. *Journal of Reading Behavior*, 12, 309-311.
- Shwedel, A. (1980) Book Review: Language acquisition: Models and methods, and Meaning in child language: Issues in the study of early semantic development. *Journal of Reading Behavior*, 12, 161-163.
- Shwedel, A. (1982) Preparing adolescents for parenthood: Does it make a difference? In N. Anastasiow (Ed.), *The adolescent parent*. Baltimore: Brookes Publishing Company.

Shwedel, A. (1983) Must we use phonology to read? What Chinese can tell us. *Journal of Reading*, 26, 707-713.

Shwedel, A. Evaluation. (1983) In M. Karnes (Ed.), *The underserved: Our young gifted children*, Reston, VA: Council for Exceptional Children.

Shwedel, A. (2015) A Fulbright Specialist in Ukraine. *Salem Statement*, Spring 2015, 30-31.

Shwedel, A., and Stoneburner, R. (1983) Identification. In M. Karnes (Ed.), *The underserved: Our young gifted children*. Reston, VA: Council for Exceptional Children.

Zubenko, T. and Shwedel, A. (2016) Why use Co-Created Instructional Rubrics? Ukrainian University Students' Opinions and Performance. *Scientific Letters of Academic Society of Michal Baludansky*, 4 (4), 139-14. (ISSN 1338-9432). (Originally appeared online at the 1st international Virtual Conference on Cultural Studies, "Languages, Literature and Cultural Studies: Sites and Insights", January 2016.)
https://www.academia.edu/35611975/WHY_USE_CO_CREATED_INSTRUCTIONAL_RUBRICS_Ukrainian_University_Students_Opinions_and_Performance

Zubenko, T. and Shwedel, A. (2019) Integrating Mobile Listening and Physical Activity to Facilitate Intentional and Incidental Vocabulary Acquisition. *Advanced Education*, special issue #11, DOI: <https://doi.org/10.20535/2410-8286.165717>.

PAPERS PRESENTED

"Semiotics and Cognition." (A. Shwedel) Henry Lester Smith Conference, School of Education, Indiana University, Bloomington, IN, 1977.

"Identifying the Gifted Disadvantaged Student." (A. Shwedel) Illinois Gifted Conference, Quincy, IL, November, 1979.

"Chinese Orthography and Coding Mechanisms in Primary Memory." (A. Shwedel) Annual Convention of the American Educational Research Association, Boston, MA, April, 1980. (ERIC Document, ED 192-583)

"Identifying Gifted Preschoolers." (A. Shwedel) Annual Convention of the American Educational Research Association, Boston, MA, April, 1980. (ERIC Document, ED 189-756)

"Impact of Early Programming for the Handicapped: A Follow-Up Study into the Elementary School." (M. Karnes, A. Shwedel and G. Lewis) Handicapped Children's Early Education Program-Division for Early Childhood Conference, Washington, D.C., December, 1980.

"Approaches to the Definition and Identification of the Young Gifted Child and Evaluation of a Preschool Program for the Gifted." (A. Shwedel) Annual Convention of the Council for Exceptional Children, New York, NY, April, 1981.

"Preschool Intervention for At-Risk Children and High School Performance: Is there a Relationship?" (M. Karnes and A. Shwedel) Annual Convention of the Council for Exceptional Children, Houston, TX, April, 1982.

"The Path to Gifted Adulthood: Early Identification, Assessment, and Programming for Potentially Gifted/Talented Young Children." (A. Shwedel, J. Brown and D. Steinberg) Annual Conference of the Midwest Association for the Education of Young Children, Indianapolis, IN, May, 1982.

"Transporting a Model Program for Young Handicapped Children: Issues, Problems, and Efficacy." (M. Karnes, A. Shwedel and A. Kokotovic) Handicapped Children's Early Education Program-Division for Early Childhood Conference, Washington, D.C., December, 1982.

"An Evaluation of the RPYHT Project: A Model Preschool Program for Young Gifted Talented Handicapped Children." (A. Shwedel) Annual Conference of the Council for Exceptional Children, Detroit, MI, April, 1983.

"Transporting an Early Childhood Handicapped Model to Replication Sites Nationwide: A Follow-Up Study." (M. Karnes and A. Shwedel) Annual Convention of the American Educational Research Association, Montreal, Quebec, April, 1983.

"Longitudinal Study of a Program Serving Young Gifted/Talented Handicapped: Short-term and Long-term Effects." (M. Karnes and A. Shwedel) Annual Convention of the American Educational Research Association, Montreal, Quebec, April, 1983.

"Utilizing Federal Reporting Requirements to Generate Useful Data at the Local Level: Creating an Open-Book Data Base." (J. Carifio and A. Shwedel) Annual Convention of the Northeast Educational Research Association, Ellenville, NY, October, 1983. (ERIC Document, ED 240-321).

"RAPYHT Project: Child and Program Assessment." (A. Shwedel) Annual Convention of the Council for Exceptional Children. Washington, D.C., April, 1984.

"A Comparison of Community College Responders and Non-Responders to the VEDS Student Follow-Up Survey." (J. Carifio, A. Shwedel and R. Biron) Annual Convention of the American Educational Research Association. Washington, D.C., April, 1987 (ERIC Document, 309-798).

"Group Entry Revisited: Sequential Analysis of Low Visible and High Visible Rejected Peers' Strategies and Group Response." (C. Carlson and A. Shwedel) Annual Convention of the American Psychological Association. New York, NY, August, 1987.

"Results of the VEDS Employer Follow-Up Survey for Massachusetts Community Colleges." (J. Carifio, A. Shwedel and R. Biron) Annual Conference of the Eastern Educational Research Association, Miami, FL, February, 1988 (ERIC Document, ED309-799).

"Social Isolation and Popularity in Racially Desegregated Classrooms: The Importance of Race/Ethnicity." (A. Shwedel, M. Larson, and L. Kimball) Annual Convention of the American Evaluation Association. New Orleans, LA, October, 1988.

"Assessing the Impact of Integration: Use of a Sociometric Survey." (L. Kimball, M. Larson, A. Shwedel, L. Horst, A. Kreitzer, and E. Pardo)* Annual Convention of the American Evaluation Association. New Orleans, LA, October, 1988.

"Sociometric Assessment of Racial/Ethnic Integration: Looking at Both the Choosers and the Chosen." (A. Shwedel) Annual Convention of the American Psychological Association. New Orleans, LA, August, 1989.

"A Model for Enhancing the Use of Outcome Information Through Multi-Site Self-Report Implementation Assessment." (A. Shwedel, M. Asano and M. Louguit) Annual Convention of the American Evaluation Association. San Francisco, CA, October, 1989.

"Using Enrollment Patterns to Evaluate New Desegregation Plans." (A. Shwedel and L. Horst)*¹ Annual Convention of the American Educational Research Association. Boston, MA, April, 1990.

"Towards a Conceptualization and Theory of Sampling Large Complex, and Dynamic Populations." (J. Carifio, W. Kermis and A. Shwedel) Annual Convention of the American Educational Research Association. Boston, MA, April, 1990 (ERIC Document, ED 318-759).

"Uses of SPSS-X and SPSS-PC+ for Institutional Research and Documentation in Boston Public Schools." (L. Horst and A. Shwedel) Annual Academic Conference for SPSS Users. Montreal, Quebec, June, 1990.

"Chapter 1 Schoolwide Projects Accountability: Using Simulations and Group Decision-Making to Select a Valid Evaluation Model." (M. Donahue, A. Shwedel and R. Hwang)* Annual Convention of the American Educational Research Association., April, 1993.

"Boston Public Schools; School Improvement Awards:" (A. Shwedel and P. Veysey) Consortium for Policy Research in Education - University of Wisconsin. Chicago, IL, October, 1998.

"School Accountability: A preliminary validation study of Boston's Whole School Improvement Plan" (A. Shwedel, M. Donahue, L. Kuan, and J. Mickelson)*² Presented at the Annual Convention of the American Educational Research Association. New Orleans, April, 2001.

"Gardening or Plumbing: Using an Expansive Metaphor to Enhance Diversity among Teacher Candidates and Practitioners" (G. Carroll and A. Shwedel) Interactive session presented at the American Association of Colleges of Teacher Education Annual Meeting, Chicago February, 2004.

Gardening or Plumbing: Using Visual Metaphors to Promote Teacher Diversity" (G. Carroll and A. Shwedel). Presentation at the Salem State College Friends of Education and Future Educators of America Joint Meeting, Salem, MA: March, 2004.

*¹ Order of authorship is NA.

*² Order of authorship is NA.

“Metaphor and Action: Responding to Calls for Greater Diversity and More Mathematics and Science Teachers” (A. Shwedel and G. Carroll) Presented at the Annual Convention of the American Educational Research Association. San Diego April, 2004.

“Enhancing the Effectiveness of Practicum and Clinical Field Supervision Through the Use of a Web-Based and Handheld Computer Data Collection and Reporting System” (G. Carroll & A. Shwedel) Paper prepared for presentation at the 3rd MLEARN International Conference - Learning Anytime Anywhere (MLEARN 2004), Rome, Italy July , 2004.

“f(pedagogy) = technology*philosophy: {possibilities and pitfalls}” (G. Carroll, A. Shwedel and Diane Schilder) Paper presented at the Annual SITES Conference, Phoenix, AZ, February, 2005.

“LEARN/21C: A Promising Curriculum/Technology Integration Model” (D. Schilder, G. Carroll and A. Shwedel) Poster presentation at the Annual SITES Conference, Phoenix, AZ, February, 2005.

“Riding the Technology Wave, a Viable Route to Best Practice?” (G. Carroll and A. Shwedel) Paper presentation at the Annual Conference of the Australian and New Zealand Comparative and International Education Society, Coffs Harbour, New South Wales, Australia, December, 2005.

"Reflective Praxis & Technology Integration" (A. Shwedel, G. Carroll, D. Schilder, and C. Fiducia) Presented at the Annual Convention of the American Educational Research Association, San Francisco, April, 2006.

“ePortfolios to Improve Teaching and Learning” (A. Shwedel) Presented at the Annual Future is Now conference at Salem State College, Salem, MA: May, 2006.

“SEAS: Actualizing Assessment for Faculty and Candidates” (A. Shwedel) Presented at the Annual Convention of the American Association of Colleges of Teacher Education, New York, February, 2007.

“Education Trump Cards: Technology or Pedagogy?” (G. Carroll and A. Shwedel) Presented at the Annual Convention of the Association for the Advancement of Computing in Education, Montreal, Canada, October, 2007.

“Hi Tech Buy Tech: Is ICT Truly Emancipatory?” (A. Shwedel and G. Carroll) Paper presented at the Conference of the International Journal of Arts and Sciences, Gottenheim, Germany, December, 2008. (ISSN 1943-6114), V1(5), 2008

“An Assessment Dialectic: Working to Improve Teaching and Learning in the Context of Competing External & Internal Accreditation Demands & Faculty Resources”. Poster Session at the AMCOA Conference (Advancing a Massachusetts Culture of Assessment), University of Massachusetts Lowell, February 9, 2012.

“Professional Development for Teachers”. Presented at Chinese High School Principals Delegation Visit to Salem State University, Salem MA, February 15, 2012

“Melding Assessment Data and First Hand Experience Revising a Lesson Plan & Rubric” (A. Worster and A. Shwedel) Poster Session at the Pearls and Perils Workshop, May 18, 2012.

“An Assessment Dialectic: Working to Improve Teaching and Learning in the Context of Competing External & Internal Accreditation Demands & Faculty Resource II”. (A. Shwedel) Poster Session at the Pearls and Perils Workshop, May 18, 2012.

“SimSchool: A Clunky Simulation with Useful Feedback for Students – or Survey Data vs. Guided Reflection”. (A. Shwedel) Presented at Faculty Learning Communities Retreat, May 22, 2012.

“Connecting, Collaborating, Creating & Reflecting: Globalizing Teacher Education to Enhance Teaching and Learning - A Personal Learning Network (PLN) for EDU407 Students”. (A. Shwedel) Presented at Faculty Learning Communities Retreat, May 21, 2013.

“Weaving Together Disparate Data Sources for an Academic Unit: It Takes 3 to Tango”. (Allan Shwedel, Lynn Blayer, Megan Miller, Leanne Rauhala, and Fernando Colina) Presented at Salem State University’s Annual Collaboration Day, December 12, 2013.

“The FASST Program: A School-College, Cross-Disciplinary Partnership for Child, Student and Faculty Learning”. (Mary-Lou Breitborde, Ann Marie Gallo, Jennifer El-Sherif, Rocky Shwedel, Rebecca Rohloff, Alex Savill, Shanee LeBaron, and Stephanie Rossi) Poster Session at Salem State University’s Annual Collaboration Day, December 12, 2013.

“Chinese Students in America: Glimpses from Monson Academy - 1847 and Salem State University – 2014” (A. Shwedel) Salem Sails to Canton: From the Old China Trade to the New US-China Relations. A Research Conference Co-sponsored by Salem State University and Guangzhou University, July 2014.

“Loaning Laptops to Teach and Learn Through Laptops” (A. Shwedel, G. Carroll, P. Ainsworth, L. Maltsev, B. Larrabee, & S. M. Coffey) 6th Annual Celebration of Service, December, 2014.

“Designing & Using Rubrics” (A. Shwedel) Presented at the Fulbright Commission of Ukraine, Kiev Ukraine, February, 2015.

“Backwards Design and the Critical Reading Topics Pedagogy: Using Bloom’s Taxonomy to Develop Deep Thinking” (D. Mulcure & A. Shwedel) Northeastern Political Science Association Conference, Philadelphia, November 2015. <https://www.tandfonline.com/doi/abs/10.1080/15512169.2016.1211017?journalCode=upse20>

“Designing and Using Rubrics” (T. Zubenko & A. Shwedel) Modern Scientific Researches and Developments: Theoretical Value and Practical Result: Materials of International Scientific and Practical Conference, Bratislava, Slovak Republic, March, 2016.

“Combining Military Cultural Competence Training and the Mutual Aid Model”, (M. DeChillo, A. Shwedel, and D. Say) International Social Workers Work with Groups International Symposium, New York, June 2016.

“Ponds for Peace: Resurrection of Aquaculture in Liberia” (J. Buttner, G. Carroll, A. Shwedel, G. Weagba, J. Kuhl, M. Yama, & R. Domah) The Annual International Conference & Exposition of U.S. Aquaculture Society, National Aquaculture Association and U.S. Aquaculture Suppliers Association, San Antonio, TX, February, 2017.

“Sustaining Peace: Fulbright Projects in Liberia”, (G. Carroll, J. Buttner, A. Shwedel, & D. Mercer) Annual Fulbright National Conference, Washington D.C., November, 2017.

“Course Redesign to Improve Retention: Finding the Optimal Mix of Instructional Approaches”, (S. Kentros, M. Wadhwa, K. Kaur, L. Sreeramareddy, M. Ebenfield and A. Shwedel) CCSNE 2019, Consortium for Computing Sciences in Colleges, University of New Haven, West New Haven, Connecticut, April, 2019.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association

Fulbright Association

Selected Workshops at Salem State College/University

“Evaluating Learning: Student Self-Assessment Strategies & Grading Rubrics”, Lucinda Damon-Bach & Rocky Shwedel. A presentation at the Salem State College Council on Teaching and Learning’s Pearls and Perils Workshops, May, 2003.

“Evaluating Learning: Student Self-Assessment Strategies & Grading Rubrics”, Lucinda Damon-Bach & Rocky Shwedel. A presentation at Salem State College’s Opening Day Workshops, September, 2003.

“Rubrics”, A presentation at the Salem State College Council on Teaching and Learning’s Pearls and Perils Workshops, May, 2004.

“Infusing Technology to Enhance Learning” Greg Carroll and A. Shwedel. A presentation at ‘Future Is Now’ Conference, Salem State College, May, 2004.

“Multilingual Students and Standardized Tests”, A presentation at the Fall Lecture Series sponsored by the Graduate School, Asian Studies Program, Office of Teacher Licensure, and the Asian Students Association, Salem State College, November, 2004.

“ePortfolios to Improve Teaching and Learning” A presentation at the Annual Future is Now conference at Salem State College, Salem, MA: May, 2006

“Syllabus Development Workshop” (M. Ni, A. Shwedel, F. Pomerantz, A. Murray, and D. Horan). A hands-on session at the Salem State College Council on Teaching and Learning’s Pearls and Perils Workshops, May, 2006.

“An Introduction to Visualizing a Course’s Syllabus and Learning Outcomes” http://rockyshwedel.ipage.com/UWAC/uwac_intro.html A pre-workshop orienting presentation for participants in a UWAC Workshop on “Drawing the Big Picture: Learning Objectives and Assessment – Tools and Approaches for Creating an Effective Syllabus.” December, 2010.

“Salem State University – Learning Outcomes for the 21st Century Graduate” Facilitator for an UWAC session at Pearls and Perils Annual Conference (May 2011)

“Friends Don’t Let Friends Drive Bad Apps” Center for Teaching Innovation Workshop (October, 2012)
<http://www.salemstate.edu/26814.php>

“Globalize” Your Students without Leaving Home: Some First Hand Hows & Whys’ Center for Teaching Innovation Workshop (October, 2014)

“Assessing Changes in Civic Engagement – Using the Leap Value Rubric: A hands on presentation for Enrollment Management and Student Life” (April, 2015)

Selected Training Workshops for Teachers and Administrators, Boston Public Schools

- Interpreting and using information from the Stanford 9 to enhance teaching and learning – Boston Public Schools
- Using the MCAS Results to Improve Instruction – Boston Public Schools
- Portfolio Assessment – Boston Public Schools
- Rubrics Development – Boston Public Schools
- Introduction to the Local Intranet Zone for Administrators – Boston Public Schools

Workshops for Parents, School Site Councils and Community Members

- Helping Your Child Make the Most of the MCAS – Boston Public Schools
- Understanding Stanford 9 Test Results – Boston Public Schools

Development and Refinement of Information Systems

- Stanford 9 Classroom Skills Analysis - coordinated development of paper version and then coordinated development of diskette/local area network version where any teacher could obtain analyses for any of his/her classes, e.g. a 4th period social studies class.
- School Profiles - archival data source about individual schools.
- School Factsheets, Reports on Teaching and Learning - school reports targeted for parents.
- Classroom Progress Report - Stanford 9 cohort analyses by teacher.
- End-of-Year Report and Yearly Checkpoint Review - quantitative indices of school progress and status on a range of academic and school engagement indicators.
- Boston Public Schools School Accountability System - a quantitative and qualitative system to monitor and document the status of Boston's schools.

Evaluation/Implementation/Policy Projects – Boston Public Schools (Coordinated/Contributed)

- Title 1 Compensatory Education (Federal project)
- Chapter 636 - Educational Equity (Massachusetts project)
- Project Promise - an extended day/week middle-school program to enhance achievement
- Project Plato - Evaluation of Computer Assisted Instruction for a summer School program
- Examination Schools - Admissions Policy - coordinated consultant's work on simulations of enrollment patterns.
- Bilingual Education - Annual Goal VII Evaluation Report
- Controlled-Choice Student Assignment Initiative
- Citywide Learning Standards - Implementation Analysis
- Parent Information Centers - Utilization Analysis

Collaborative Reports, Papers and Training Materials

- "MCAS TOOLKIT" (Spring, 1999) (Boston: Boston Public Schools, Office of Research, Assessment and Evaluation)
- "BPS Accountability System - In-Depth Review Training Manual" (October, 2000) (Boston: Boston Public Schools, Office of Research, Assessment and Evaluation)
- "Local Intranet Zone for Administrators, User's Manual" (November, 2000) (Boston: Boston Public Schools, Office of Research, Assessment and Evaluation) Boston Public Schools, Office of Research, Assessment and Evaluation)
- "Reducing Academic Achievement Gaps: Analysis of Performance on the MCAS by Racial/Ethnic Group 1998-1999." (April, 2000) Boston: Boston Public Schools, Office of Research, Assessment and Evaluation)
- Bordonaro, E., Meyer, B., Silveira, S., Shwedel, R., & Wenham, M. (May, 2004) “The Big Chill: An Interdisciplinary WebQuest for Middle School” (Available: http://rockyshwedel.ipage.com/the_big_chill/big_Chill.htm)

- “Introduction to Visualizing a Course’s Syllabus and Outcomes: An Introduction to the UWAC’s December 13th Workshop” (December, 2010) (Available from: http://rockyshwedel.ipage.com/UWAC/uwac_intro.html)
- Shwedel, A. & Zubenko, T. “Learning Together: SSU & PMBSSU”, May, 2014.
https://docs.google.com/presentation/d/10eZkNTxyLMleJbLII5fQo6b-o2VJL-Xm8cO9Ij_WReU/view?usp=sharing

REFERENCES

Available Upon Request