

JASON RAVITZ

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Education

- 1999 Ph.D./M.S. Syracuse University, Instructional Design, Development & Evaluation.
- 1989 Teaching credentials for high school. Harvard Graduate School of Education.
- 1988 B.A., with combined honors in Sociology and Psychology. Harvard College.
- 1984 Cass Technical High School. Detroit, MI.

Professional Experience

- 2002 - Research Director Buck Institute for Education
- 2000-2002 Postdoctoral Scholar / Visiting Scholar UC, Berkeley / SRI International
- 1998-2000 Research Specialist UC, Irvine
- 1997-1998 Lead Instructional Designer GTE Internetworking (formerly BBN)
- 1994-1998 Research Associate BBN Educational Technologies
- 1993-1994 Computer Teacher Medford Public Schools
- 1989-1993 Consultant and Assistant to President Management Strategies

Areas of Specialization

Research and evaluation; large scale studies and surveys of teaching and learning, educational technologies, problem- and project-based learning, professional development, high school reform, systems change, innovation

University-level Teaching

- ISED 797: Seminar in Education Research UC, San Francisco
- EDU 287: Data Analysis in Education Research and Evaluation (with H. Becker) UC, Irvine
- EDU 279: Research Methods Applied to Administrative Practice (with H. Becker) UC, Irvine
- IDE 501: Foundations of Educational Technology (with Don Ely) Syracuse University
- IDE 506: Computers in the Classroom (with Dan Lake) Syracuse University

Guest Lectures

- Technology and Social Justice Course University of Hawaii, Manoa
- Learning Designs and Technology Course Stanford University
- Berkeley Evaluation & Assessment Research (BEAR) Seminar UC, Berkeley
- Cognition & Development Colloquium UC, Berkeley
- Introduction to Social Sciences Course UC, Berkeley
- Summer Institute on Evaluating Internet Based Services and Resources Syracuse University

Advisory Boards

- Project Based Learning Systems (PBLs): Project Foundry (was Homeboyz Interactive)
- Centre for the Advancement of Research & Development in Educational Technology
- Institutional Review Board (IRB). Hatchfield, Tabernik and Associates. Berkeley, CA
- National Advisor: Project Hiller. Union City, NJ. Center for Children & Technology/EDC.

Recognition

- Two-day panelist: 2nd Annual Workshop on Comprehensive School Reform at AEL
- Expert panelist: Technology Innovation Challenge Grants, mid-course assessments
- Invited author and workshop participant: PT3 Vision Quest
- Consulting writer: NCREL/ Metiri Group – enGauge Framework
- Guest speaker: U.S. Department of Education -- Improving America's Schools (IAS)
- Guest speaker: High Plains Regional Technology Center (HPRTEC) regional workshop
- Invited participant: NSF and Computer Sciences Workshop on Educational Technology
- Invited participant: OERI – sponsored meeting on national research agenda (AECT, 1996)
- Invited participant: Evaluator & Principal Investigator meeting (NSF, 1996)
- Recipient: Three-Year University-Wide Fellowship, Syracuse University
- Recipient: Dorothea Weinmann Memorial Scholarship
- Recipient: of AECT Conference Internship from the ECT Foundation

Professional Service and Memberships

- International Society of the Learning Sciences
- European Association for Research on Learning and Instruction
- American Educational Research Association (PBL-SIG, Computers in Education)
 - Invited speaker, PBL-SIG business meeting “What’s Next in PBL Research?”
- Association for Educational Communications and Technology, Change Council Board
 - “Transforming Education for the 21st Century” project
- Society for Information Technology in Teacher Education / AACE
- Dissertation committee: Argozy University
- Dissertation support: Syracuse Univ., Columbia Univ., Univ. of Virginia, Dominican Univ.
- District Task Force for English Language Learners, Berkeley Unified School District
- Director of Educational Projects, International Institute for the Bengal Basin (IIBB)

Consulting

- College of Marin -- led WASC-mandated faculty workshop on student learning outcomes
- Exploratorium Science Museum -- research analyst and consulting writer
- Virginia Polytechnic Institute -- research analyst and writer for Scaling Up SimCalc II
- Rockman Et Al. - evaluation design consultant
- Piedmont Research Group - concordance analysis of teacher online discussions
- Oracle "Help Us" Foundation -ThinkQuest rubric design and evaluation
- Southwest Educational Development Laboratory - analyst and writer
- AskEric - web design for Discovery Channel's "Promised Land" educational series
- Co-NECT Schools - early web development for national school design winner
- Naturalhealthlink.com - instructional design for medical web site

Grant Writing

- High School Instruction with Problem-Based Economics (WestED-IES)
- Standards-Focused Project Based Learning: Mastering the Methodology (FIPSE)
- PEGASUSS: Problem Based Economics & Government (Improving Teacher Quality, CA)
- The Irvine Experiment (PT3)

Manuscript Reviews

- *Educational Media International*
- *Education Technology Research & Development*
- *Journal of Computer-Mediated Communication*
- *Educational Researcher*
- *Teachers College Record*
- *International Journal of Continuing Engineering Education and Lifelong Learning*
- *Computer Supported Collaborative Learning*

Published Books and Chapters

- Mergendoller, J. R., Markham, T., __, & Larmer, J. (2006). Pervasive management of project based learning: Teachers as guides and facilitators. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*, Mahwah, NJ: Lawrence Erlbaum, Inc.
- Markham, T., Larmer, J. & __ (2004). *Project based learning handbook: A guide to standards-focused project based learning, 2nd Ed.* Novato, CA: Buck Institute for Education.
 - Translated into Korean, Portuguese, Spanish, Chinese (traditional and modern) and partly into Arabic
- __ (2004). A doorway to new tools and practices: Supporting teacher education, research, and development with an online netcourse. In N. Sabelli and R. Pea. (Eds.). *Uniting people, technology and powerful ideas for learning. Six years of knowledge networking in learning sciences and technologies*, 94-101.
- __ (1997). Evaluating learning networks: A special challenge for Web-based Instruction? In B. Khan (Ed.), *Web-based Instruction*, Englewood Cliffs, NJ: Educational Technology Publications,, 361-368.
- Romiszowski, A. & __ (1997). Computer mediated communications. In A. Romiszowski and C. Dills (Eds.), *Instructional development: State of the art.* Englewood Cliffs, NJ: Educational Technology Publications, 745-768.
 - Winner of two “Outstanding Book of the Year” awards from the Association for Educational Communications and Technology (AECT)

Scholarly Reports

- __ & Mergendoller, J. (2002). *Teaching with technology: A statewide professional development program evaluation for the J.A. and Kathryn Albertson Foundation.* Novato, CA: Buck Institute for Education.
- __ & Mergendoller, J. (2002). *Technology use and achievement in Idaho schools: A state wide study of schools, teachers, and students. Final evaluation report on the Opportunity One: Technology Initiative.* Novato, CA: Buck Institute for Education.
- __, Becker, H. & Wong, Y. (2000). *Constructivist compatible beliefs and practices among U.S. teachers.* Teaching, Learning & Computing: 1998: UC, Irvine.
- Becker, H., __ & Wong, Y. (1999). *Teacher and teacher-directed student use of computers and software.* Teaching, Learning & Computing: 1998: UC, Irvine.
- __, Wong, Y. & Becker, H. (1999). *Report to participants in the Teaching Learning and Computing: 1998 study.* UC, Irvine.

Refereed Journal Articles

- ___ (2008) Introduction: Summarizing findings and looking ahead to a new generation of PBL research. *Interdisciplinary Journal of Problem-based Learning*, 3(1), 4-11.
- Smith, T. & ___ (2008). Problem based learning in college economics. *Academic Exchange Quarterly*, 12(1).
- ___ & Hoadley, C. (2005). Supporting change and scholarship through review of online resources in professional development settings. *British Journal of Educational Technology*, 36(6), 967-974.
 - A “featured paper” for National Technology Leadership Summit, September 2006. Washington, DC.
- Yarnall, L., Penuel, W., ___, Murray, G., and Means, B. (2003). Portable assessment authoring: Using handheld technology to assess collaborative inquiry. *Education, Information & Communication*, 3(1), 7-55.
- ___ (2002). Using technology to support ongoing formative assessment in the classroom. *Journal of Science Education and Technology*, 11(3).
- Becker, H. & ___ (1999). The influence of computer and Internet use on teachers' pedagogical practices and perceptions. *Journal of Research on Computing in Education*, 31(4).
- Becker, H. & ___ (1998). The equity threat of promising innovations: Pioneering Internet-connected schools. *Journal of Educational Computing Research*, 18(4).

Academic, Peer-Reviewed Conferences

European Association for Research on Learning and Instruction

- ___ (2009). *Does Project Based Learning help foster communities of learners in small US high schools* Amsterdam NL.
- ___, Mergendoller, J., Maxwell, N., Smith, T. & Roberts H. (2007). *The effectiveness of problem based economics: A summary of two promising studies*. Budapest, Hungary.

Association for Educational Communications and Technology (AECT)

- ___, Mergendoller, J., Markham, et al. (2004). *Online professional development for project based learning: Pathways to systematic improvement*. Chicago, IL.
- ___ (2003). *Designing effective problems and projects for K-12*. Anaheim, CA.
- ___ (2001). *Formative handheld assessment of collaboration and related practices*. Atlanta, GA.
- ___ (1998). *Conditions that facilitate teachers' Internet use: Preliminary findings*. St. Louis, MO.
- ___ (1997). *An ISD Model for building online communities: Furthering the dialogue*. Albuquerque, NM.
- ___ (1997). *Ethics in scholarly communication: Issues conducting research on Internet*. NM.
- ___ & Lake, D. (1996). *An authentic learning tool for teachers: the OII WWW Site Evaluation Form*. FSU/AECT Conference on Distance Learning. Tallahassee, FL.

American Educational Research Association

- ___ (2008) *Project based learning as a catalyst in reforming high schools*. New York, NY
- Tatar, D., __, Zin, T. & Stroter, A. (2008). *Triangulating: Using national survey data to inform the interpretation of randomized, controlled experiment with teachers*. New York, NY.
- Smith, T., Roberts, H. & ___ (2007). *Assessing the impact of problem-based learning on college student understanding of microeconomics principles*
- ___ & Mergendoller, J. (2005). Evaluating implementation and impacts of problem based economics in U.S. high schools. In ___ (Chair). *Assessing implementation and impacts of PBL in diverse K-12 classrooms*. Montreal, Canada.
- __, Mergendoller, J. & Moeller, B. (2004). *Conditions that facilitate or hinder implementation of problem based curriculum in high school economics – preliminary findings from a multi-level, multi-method study*. San Diego, CA.
- ___ (2004). Chair. *Use, support and effect of instructional technology: Major findings from the USEIT study*. San Diego, CA.
- ___ (2004). Chair and Discussant. SIG-Computers. *Online Learning*. San Diego, CA.
- Bransford, J., Means, B., Quellmalz, E., Brophy, S. & __. (2003). *Unlocking the potential of assessments for learning*. Chicago, IL.
- __, Mergendoller, J., Rush, W. (2002). *What's school got to do with it? Cautionary tales about correlations between student computer use and academic achievement*. New Orleans, LA.
- Becker, H. & __, (2001). *Computer use by teachers: Are Cuban's predictions correct?* Seattle, WA.
- ___ & Wong, Y. (2000). How teaching philosophies relevant to computer use originate: Effects of educational background, teaching responsibilities, and computer experience. In H. Becker (Chair). *When does computer use contribute to pedagogical reform?* New Orleans, LA.
- __. & Becker, H. (2000). Evidence for Computer Use Being Related to More Constructivist Practices and to Changes in Practice in a More Constructivist-Compatible Direction. In H. Becker (Chair). *When does computer use contribute to pedagogical reform?* New Orleans, LA.
- ___ (1999). After the wires: Implementation conditions related to increased teacher use of the Internet in schools with high Internet connectivity. Montreal, Canada.
- __, Honey, M., & Light, D. (1999). *Looking across contexts: A study of Internet using teachers in national, state, and local technology integration efforts*. Montreal, Canada.
- Becker, H. & __. (1999). *Instructional practices and computer use in schools participating in major reform programs: Comparisons with a national probability sample*. Montreal, Canada.
- ___ & Snow, J. (1999, April). *Constructivist-compatible teacher beliefs and practices: Prevalence and correlates*. Montreal, Canada.

Edward F. Kelly Evaluation Conference

- ___ (1997). *Summary of first year evaluation report for the Online Internet Institute*. SUNY, Albany. Albany, NY.
- ___ (1996). *Providing useful knowledge about educational innovations: Towards a theory of generalizable use*. Cornell University. Ithaca, NY.
- ___ (1996). Government Performance Results Act of 1993: Can our government evaluate itself? Cornell Univ. Ithaca, NY.

Other

- __ (2003). *Balancing Teachers' willingness to change with classroom realities: Moving towards an error model in professional development research*. Paper presented at annual meetings of the Society for Information Technology in Teacher Education (SITE). Albuquerque, NM.
- __ (1999). Emerging practical theory of assessment: Interactive portfolios. Third Annual Conference on Computer-Supported Collaborative Learning. In G. Stahl (Chair). *Workshop for collaborating on the design and assessment of knowledge-building environments in the 2000's*. Stanford University. Palo Alto, CA.
- __ (1997). *Evaluation as a design issue for online learning experiments*. American Evaluation Association. San Diego, CA.
- __ (1995). *Building online communities: Observations concerning networking theory and practice*. Proceedings of the Mid-continent Institute's Fourth Annual Innovations in Education Conference, Minot State University, Minot, ND

For Practitioners

- __ (2003). *The enthusiasm effect, the reality effect and other things to know when evaluating professional development*. National Educational Computing Conference (NECC). Seattle, WA.
- __ (2002). *Demystifying data about technology impacts in schools*. NECC. San Antonio, TX.
- __ & Becker, H. (2000). *When does project based teaching lead to cognitive challenge?* Autodesk's 8th Annual Conference on Project-Based Learning, San Francisco, CA.
- __ (2000). *Technology use and educational reform: Where does a relationship exist?* Annual meetings of the Consortium for School Networking (CoSN). Washington, DC.
- Becker, H., Wong, Y., & __ (1999). *Computer use and pedagogy in Co-NECT schools: A comparative study*. 6th Annual Co-NECT Schools Conference. San Antonio, TX.
- __ (1998). *Embedded assessment on the Internet: Building assessment into the design of online projects*. NECC. Diego, CA.
- Becker, H. & __ (1998). *Social studies teachers' pedagogy and computer use – preliminary findings*. National Council for the Social Studies, Anaheim, CA.
- __ (1997). *What do Internet-using teachers say about their Internet use?* Telecommunications in Education (TeLED). Austin, TX.
- __ (1995). The "Sign of Spring" project at BBN. Idea Fair. Syracuse University.
- __ (1995). *Building online learning communities: Characteristics of quality models*. New York Association for Computers and Technologies in Education. Syracuse, NY.