

## BIOGRAPHICAL SKETCH

Amber Rowland  
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### **(a) Professional Preparation:**

University of Kansas	Elementary Education	B.S.E., 2001
University of Kansas	Curriculum & Instruction	M.S., 2003
University of Kansas	Curriculum & Instruction	Ph.D., 2012

### **(b) Appointments:**

2013-	Assistant Research Professor, University of Kansas Center for Research on Learning
2006-2012	Technology Rich Classroom (TRC) Project Coordinator, ALTEC-University of Kansas
2006-2009	Enrichment Program Teacher, Southeast Kansas Education Service Center (Greenbush)
2006-2007	Technology Rich Classroom Facilitator (TRC), ALTEC & Greenbush
2002-	Senior Project Leader, ALTEC-University of Kansas

### **(c) Publications:**

#### **Relevant Publications**

Rowland, A. (2012). Exploring how conversations meet teacher learning needs. In P. Resta (Ed.), *Proceedings of society for information technology & teacher education international conference 2012* (pp. 3043-3047). Chesapeake, VA: AACE.

Rowland, A. (2012, June). *Teachers tell all: Exploring conversation as a professional learning strategy*. Paper presentation given at the annual meeting of the International Society for Technology in Education (ISTE). San Diego, CA.

Rowland, A. (2012). Exploring How Conversations Meet Teacher Learning Needs (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3504065)

Isreal, M., Knowlton, E., Griswold, D., Rowland, A. (2009). Application of video-conferencing technology in teacher education: Increasing understanding, engagement, and competence. *Journal of Special Education Technology*.

#### **Other Significant Publications**

Rowland, A., & Stanley, M. (2008). Transforming the Classroom: TRC in Kansas. *T.H.E. Journal*, 35(7), 12.

### **(d) Synergistic Activities:**

1. Design, develop, facilitate and support ongoing, job-embedded, professional learning initiatives in coordination with local district, state department, and higher education personnel.
2. Present at conferences on field-testing technology integration methods, professional learning supports, project-based learning, social media and student engagement.
3. Maintain online professional learning community and collaborative blog with over 1,100 educators from around the world who are interested in technology integration. <http://kansastrc.org>
4. Authoring manuscripts reporting on data from state-wide study on conversation as a teacher professional learning method, using video conferencing technology to conduct qualitative research, and nine-year state-wide grant designed to help teachers integrate technology, while shifting instruction to more student-centered practices.
5. Conducting pilot study with university faculty who are attempting to integrate technology into their courses, aided by collaboration with job-embedded supports.

**e) Collaborators & Other Affiliations:**

**Collaborators and Co-Editors (or Co-Authors):** M. **Ault**, University of Kansas; B. **Bradley**, University of Kansas; J. **Bulgren**, University of Kansas; J. **Ellis**, University of Kansas; J. **Craig Hare**, University of Kansas; D. **Griswold**, University of Kansas; M. **Isreal**, University of Illinois; E. **Knowlton**, University of Kansas; M. **Stanley**, Kansas State Department of Education

**Co-editor:** None

**Graduate and Postdoctoral Advisors:** Dr. Marilyn **Ault**, University of Kansas, Lawrence, KS, ALTEC; Department of Psychology and Research in Education; Dr. Marc **Mahlios**, University of Kansas, Lawrence, KS, Department of Curriculum & Teaching; Dr. Phil **McKnight**, University of Kansas, Lawrence, KS, Department of Curriculum & Teaching; Dr. Susanne **Rice**, University of Kansas, Lawrence, KS, Department of Educational Leadership and Policy Studies; Dr. Christine **Walther-Thomas**, Virginia Commonwealth University, Richmond, VA.

**Thesis Advisor and Postgraduate –Scholar Sponsor: None**

**Total number of graduate students advised: 0**

**Total postdoctoral scholars sponsored: 0**