

ABBREVIATED CURRICULUM VITAE
Philip E. Molebash

Education

UNIVERSITY OF VIRGINIA

Ph.D. in Instructional Technology, 2001

Areas of Emphasis: Instructional design, evaluation, policy, social studies & math/science education.

Dissertation: *Becoming an Effective Technology Integrating Teacher: The Effects of a Technology-Enriched Elementary Social Studies Teaching Methods Course*

PEPPERDINE UNIVERSITY

B.S. in Mathematics, 1993

Elect Member of Pepperdine Ambassador's Council

Head Counselor, New Student Orientation

UNIVERSITY OF ARKANSAS

Major in Mathematics, 1989

NCAA Collegiate Pole Vaulter

Relevant Professional Positions

LOYOLA HIGH SCHOOL OF LOS ANGELES

Director of Academic and Administrative Technology, 2006 – present

Information and educational technology administration, teacher professional development

LOYOLA MARYMOUNT UNIVERSITY

Research Professor, 2006 – present

Research on pedagogical content knowledge

SAN DIEGO STATE UNIVERSITY

Assistant Professor of Educational Technology and Social Studies Education, 2001 – 2005

Research and development on inquiry learning in social studies and science education

UNIVERSITY OF VIRGINIA

Graduate Instructor and Faculty Member of School of Continuing Education, 1998 – 2001

Design and development of content-specific educational technology courses for teachers/administrators

PEPPERDINE UNIVERSITY

Adjunct Professor, 1996 – 1998

Courses on business calculus and statistics using real data models

Assistant Director of Campus Life (Student Affairs), 1994 – 1995

Direction of weekly university-wide chapel, advising to fraternities and clubs

ST. MARK'S ELEMENTARY SCHOOL

Technology Director and Teacher, 1996 – 1998

Development and implementation of school's first technology plan, installation of weather station

WEST VALLEY CHRISTIAN HIGH SCHOOL

Mathematics Teacher, 1995 – 1996

Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus, and Consumer Math

Basketball coach

COOPERS & LYBRAND, L.L.P.

Actuary, 1993 – 1994

Casualty actuarial consulting

Innovation & Effectiveness

LOYOLA HIGH SCHOOL & LOYOLA MARYMOUNT UNIVERSITY

Submitted \$1.4 million research grant proposal to U. S. Department of Education, Institute of Education Sciences' *Education Research Program*.

Led collaborative initiative at LHS to develop and implement a vibrant strategic technology plan.

Successfully increased number of student computers at LHS from 40 to 500, thereby preparing school for 2010 one-to-one laptop initiative.

Collaborated to improve LHS teacher professional development by offering on-site, content-specific pedagogy/technology graduate courses through LMU.

Redesigned LHS website and rolled out content management system to improve school-wide communication and collaboration.

Initiated the development of formal evaluation instruments for LHS administrative staff.

Managed over \$3 million in cumulative technology spending at LHS, coming \$800,000 under budget.

SAN DIEGO STATE UNIVERSITY

Inventor of *Web Inquiry Projects* (WIPs), open inquiry learning activities that leverage the use of uninterpreted online data and information. Web site <http://webinquiry.org>.

Creation of content-specific sections and learning modules for *EDTEC 470, Technologies for Teaching*. Course web site <http://edweb.sdsu.edu/courses/edtec470>.

Principal Investigator, U.S. Department of Education Fund for the Improvement of Post-Secondary Education Grant, *Digital Historical Inquiry Project*, \$500,665.

UNIVERSITY OF VIRGINIA

All-University Teaching Award & Outstanding Teaching Assistant Award, University of Virginia, 2000 & 2001.

Graduate Fellow, Center for Technology in Teacher Education. 1998-2001.

Award Winning Paper, SITE Conference (477 papers submitted), 2000.

Lead designer of *NetFrog 2: Online Frog Dissection*. Web site: <http://frog.edschool.virginia.edu/Frog2>.

Lead designer and developer of *Reflections of a First Year Teacher*, an online case study for preservice teachers across various disciplines. Web site: <http://teacherlink.org/content/social/casestudy>.

ST. MARK'S SCHOOL

Golden Apple Award, honoring school community member of the year, 1998.

Professional Growth

RECENT RESEARCH GRANT PROPOSALS

Molebash, P. E. (2010-2013). *The concerns of becoming an elementary science teacher: Reflective digital video narratives as a tool for growth*. U. S. Department of Education, Institute of Education Sciences' *Education Research Program*. **\$1,400,000**.

RECENT FUNDED RESEARCH GRANTS

Molebash, P. E. (2002-2006). *Digital historical inquiry project: Transforming pre-service teacher social studies training*. U. S. Department of Education Fund for the Improvement of Post-Secondary Education Comprehensive Program. **\$500,665**.

RECENT REFEREED PUBLICATIONS

Molebash, P. E., Capps, R., & Glassett, K. (in press). Conceptual change and the process of becoming a digital history teacher. *Research in Social Studies and Technology*. Information Age Press.

- Milman, N. B. & Molebash, P. E. (2008). A longitudinal assessment of teacher education students' confidence towards using technology. *Journal of Educational Computing Research*, 38(2), 183-200.
- Franklin, C. F., & Molebash, P. E. (2007). Technology in the elementary social studies classroom: Teacher preparation does matter. *Theory & Research in Social Education*, 35(2), 153-195.
- Yerrick, R., Molebash, P. & Ross, D. (2005). Too close for comfort: Real-time science teaching reflections via digital video editing. *Journal of Science Teacher Education*, 16(4), 351-375.
- Lee, J. K. and Molebash, P. (2004). Outcomes of various scaffolding strategies on student teachers' digital historical inquiries. *Journal of Social Studies Research* 26(1), 25-35.
- Molebash, P. E. (2004). Web historical inquiry projects. *Social Education*, 68(3), 226-229.
- Molebash, P. E. (2004). Preservice teacher perceptions of a technology-enriched methods course. *Contemporary Issues in Technology and Social Studies Teacher Education*. 3(4), 412-432.
- Lee, J. K., & Molebash, P. E. (2004). Using digital history to leverage positive change in social studies education. *Journal of Computing in Teacher Education*, 20(4), 153-157.
- Molebash, P. E., & Dodge, B. (2003). Kickstarting inquiry with webquests and web inquiry projects. *Social Education*, 67(3), 158-162.
- Molebash, P. E., & Fisher, D. (2003). Teaching and learning literacy with technology. *Reading Improvement*, 40(2), 63-69.
- Molebash, P. E. (2002). Constructivism meets technology integration: The CUFA technology guidelines in an elementary social studies methods course. *Theory and Research in Social Education*, 30(3), 429-455.
- Molebash, P. E. (2002). Commentary: Phases of collaborative success: A response to Shoffner, Dias, and Thomas. *Contemporary Issues in Technology and Teacher Education*, 2(1), 63-72.

RECENT REFEREED PAPERS BEFORE PROFESSIONAL CONFERENCES

- Molebash, P. E. (2010). Concerns-based conceptual change: A theory of change for teacher education. *Society for Information Technology in Teacher Education, 2010* [CD ROM]. Norfolk, VA: Association for the Advancement of Computing in Education.
- Molebash, P. E., & Ochsner, L. F. (2010). Emphasizing academic rigor, production value, and the storytelling of digital video narratives. *Society for Information Technology in Teacher Education, 2010* [CD ROM]. Norfolk, VA: Association for the Advancement of Computing in Education.
- Molebash, P., Capps, R., & Glassett, K. (2007). Concerns-based conceptual change: The process of becoming an effective technology using teacher. *American Educational Research Association Annual Conference, 2007*, Chicago, IL.
- Molebash, P. E. & Franklin, C. F. (2006). The true test of success: Five years after the technology-enriched social studies methods course. *American Educational Research Association Annual Conference, 2006*. San Fransico, CA.
- Molebash, P. E. & Milman, N. B. (2006). A longitudinal assessment of teacher education students' attitudes, use, and confidence toward using technology. *American Educational Research Association Annual Conference, 2004*, San Diego, CA.
- Molebash, P. E. & Capps, R. (2006). Conceptual change before real change: How it takes lots and lots of inquiry to make a difference. *Society for Information Technology in Teacher Education, 2006* [CD ROM]. Norfolk, VA: Association for the Advancement of Computing in Education.
- Molebash, P. E., Hicks, D., Lee, J., Bolick, C., Hofer, M., & Swan, K. (2005). Multimedia, historical inquiry and preservice teacher education: Fostering a networked collaboration to facilitate wise practices in 21st century social studies classrooms. *Society for Information Technology in Teacher Education, 2005* [CD ROM]. Norfolk, VA: Association for the Advancement of Computing in Education.

Dodge, B., & Molebash, P. E. (2005). Mini-courses for teaching with technology: Thinking outside the 3-credit box. *Society for Information Technology in Teacher Education, 2005* [CD ROM]. Norfolk, VA: Association for the Advancement of Computing in Education.

Molebash, P. E., & Julius, J. (2004). Web inquiry projects: The everest of online learning experiences. *Society for Information Technology in Teacher Education, 2004* [CD ROM]. Norfolk, VA: Association for the Advancement of Computing in Education.

RECENT WORKSHOPS AND KEYNOTES

Cold War & Civil War Digital History Workshops

Led two, two-day workshops to Parkway School District (St. Louis, MO) middle and high school teachers on the use of Cold War and Civil War related primary sources in the teaching of historical inquiry. July 2008.

St. Paul the Apostle School Vision Keynote

Delivered keynote address to teachers, administrators, and board members during faculty in-service. March 2008.

St. Mel's School Inquiry Workshop

Led all-day workshop on using web resources to promote inquiry learning. October 2007.

Mayfield High School Vision Keynote

Delivered keynote address to teachers, administrators, and board members during faculty in-service. February 2007.

Palau Inservice Teacher Training

Taught version of *EDTEC 470, Technologies for Teaching*, to inservice teachers in Koror, Palau. July 2005.

Indiana State University PT3 Inquiry Workshops and Consulting

Led five days of workshops/meetings to Indiana State University teaching methods and Arts and Sciences faculty on the topic of how technology can promote inquiry-oriented learning. July, 2003 & 2004.

Professional Service

JOURNAL REVIEW

Journal of Research in Technology and Education (JRTE)

Member of editorial review board since 2005.

Journal of Technology and Teacher Education (JTATE)

Member of editorial review board since 2002.

Contemporary Issues in Technology and Teacher Education (CITE)

Member of editorial review board since 2002.

Teaching and Teacher Education (TATE)

Member of editorial review board since 2008.

Participation in Professional Associations

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)

ASSOCIATION FOR THE ADVANCEMENT OF COMPUTERS IN EDUCATION (AACE)

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)

COMPUTING USING EDUCATORS (CUE)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

NATIONAL SCIENCE TEACHERS ASSOCIATION (NSTA)

THE FUTURIST SOCIETY