Jui-Ling (Raye) Chiang

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OVERVIEW

* Extensive knowledge and application of assessment and evaluation in quantitative and qualitative methods
* Strong verbal and written communication skills
* Comprehensive collaborative, creative, and proactive problem-solving skills
* Expertise in the use of instructional design theories (ADDIE, 4C/ID), conducting needs assessments, integrating learning theories, designing and developing eLearning materials, and course design in both industrial and academic settings
* Experienced with Blackboard, Canvas; Adobe Captivate, Articulate 360, Articulate Storyboard

TECHNOLOGY PROFICIENCIES

* **Microsoft® Office Products:** Word, Excel, PowerPoint, Outlook, SharePoint
* **Course Management Systems**: Blackboard, Canvas Instructure
* **eLearning tool**: Adobe Captivate, Adobe Connect, Adobe Acrobat Pro, Articulate 360
* **Web development Tool**: Dreamweaver, Publisher, Cascade
* **Survey tools**: Google Forms, PollEverywhere, Survey Monkey
* **Digital Video and Media Production**: VideoPad, iMovie, Windows Movie

EDUCATION

2017 Northern Illinois University – DeKalb, IL

Ph.D. in Instructional Technology

* Dissertation Topic: the effects of utilizing simulation to promote

Content knowledge acquisition and problem-solving skills

In a stem classroom

* Certificate of Graduate Study: Distance Education

M.S. in Educational Research and Evaluation

2004 St. Cloud State University – St. Cloud, MN

M.S. in Information Media

* Major Concentration: Human Resources Development Training
* Certificate of Graduate Study: Design for E-Learning

2000 Christ College, Taipei, Taiwan

B.A. in Information Management

CORPORATE EXPERIENCE

2007- 10 Taiwan Life Insurance Co. Ltd, Taipei, Taiwan

Insurance and Financial Consultant

* Conducted needs assessments for potential clients
* Created and presented product training seminars on current government issues to new staff members

Jui-Ling (Raye) Chiang

2005- 07 Happy Recome, Inc. Taipei, Taiwan

Instructional Designer

* Conducted needs assessments for single and regional branches.
* Designed and developed a multimedia training program for branch staffs based on performance and profit
* Collaborated with external field consultants to design and deliver outdoor training programs.
* Collaborated with marketing in developing monthly, seasonal, and annual workshops for all employees
* 30% Travel

2004- 05 Wei-Han Dental Continuing Education Center, Dr. Wells Dental Clinic Group. Taipei, Taiwan

Manager

* Organized and implemented office operation manuals.
* Collaborated with New York University College of Dentistry in developing dental certification training programs.
* Co-developed National Dental Continuing Education Certification workshops with Taiwan Academy of Implant Dentistry (TAID), Academy of Oral Implantology, Republic of China (AOI-ROC).
* 15% travel

ACADEMIC EXPERIENCE

NIU Department of Educational Technology, Research & Assessment – DeKalb, IL

* 1. University Professionals of Illinois

Taught, maintained, and redesigned course materials (when necessary) to the following online (O), face-to-face (F) and blended (B) classes:

* ETR 790 Qualitative Case-Study Research (O)
* ETR 520 Introduction to Research Methods in Education (O, F)
* ETR 519 Applied Educational Research (O)
* ETRA 502 Technology and Assessment for Elementary Education (B)
* ETRA 422 Technology and Assessment for Secondary Education (F)
* ETT 530 Instructional Technology Tools (O)
* ETT 511 Advanced Instructional Media Design (O)
* ETT 429 Computers in Classroom Teaching (O)
* ETT 401B: Field Experience for Integrating Technology into the Elementary Classroom (O)

Jui-Ling (Raye) Chiang

* 1. Research-based Data Literacy Online Professional Development

*\*The intervention received Design and Development Showcase Award at the 2018 Association for Educational Communications and Technology International Conference*

* Collaborated with subject matter experts in conducting K-12 in- and pre-service educators and practitioners’ data literacy needs assessment through review and analysis of existing peer-reviewed journal articles, literature, governmental reports, and discussions with K-12 educators.
* Identified learning gaps, defined learning needs, determined formative and summative evaluation methods, explored and finalized learning management system to support target participants across 50 states.
* Determined schema learning theory to support cognitive learning and merged 4C/ID design principles and scaffolding strategies to ensure novice participant cognitive schema is constructed and transferred to produce reasonably complex learning.
* Collaborated with Kappa Delta Pi International Honor Society to launch online workshop material in academic year Spring 2016, Fall 2016, Spring 2017.
* Material content evaluations, modification, and revision based on two (Spring and Fall 2016) formative and summative assessment results, self-efficacy research results, participant feedback and suggestions.
* Research results were published in three peer reviewed journals and presented in three international conferences.

2016-18 Coordinator of undergraduate service course

* Oversaw 20 sections of ETT 229 online course, providing face-to-face and online training for new instructors
* Provided individual consultations for all instructors and students when necessary

2012-17 Graduate Teaching Assistant

Taught and maintained the following online course:

ETT 429 Computers in Classroom Teaching (online course)

NIU Digital Convergence Lab – DeKalb, IL

Fall 2013 Instructional Designer in NIU Smart App Design Project

* Collaborated with computer science majors and co-designed NIU’s first in-house Android and iOS Application prototype for the Department of Academic Affairs
* Conducted needs assessment and identified existing retention gap
* Co-conducted design document and supported prototype design

Jui-Ling (Raye) Chiang

2012-12 Instructional Designer/Project Manager in NIU Literacy in Motion, Interactive Literacy Game Design and Development Project

Design Stage

* Conducted needs assessment and identified learning gap
* Identified game delivery methods (xbox Kinect games)
* Finalized story characters, storyline, interactive activities, and prototype of the game structure.
* Co-conducted design document
* Maintained close relationship with SMEs

Development Stage

* Supervised and supported 8 students (both graduate and undergraduate) across 5 disciplines (Computer Science, Graphic Design, Illustration, Time Arts, Communications).
* Integrated multimedia dual-coding theory into graphic and animation design of storyline
* Informal assessment on target players in a STEM festival
* Maintained close relationship with subject matter experts

RECENT PUBLICATIONS AND PRESENTATIONS

Reeves, T. D., & **Chiang, J-L**. (2019) Effects of an asynchronous online data literacy training on pre-service and in-service teachers’ beliefs, self-efficacy, and practices. *Computers & Education*, 136, 13-33.

Luo, W., Smith, T., Whalley, K., Darling, A., Ormand, C., Hung, W., **Chiang., J**., Pelletier, J., & Duffin., K. (2019). Earth surface modeling for education: How effective is it? - Four semesters of classroom tests with WILSIM-GC. *The British Journal of Educational Technology. 50*(3), 1462-1481 doi: 10.1111/bjet.12653

Reeves, T. D., & **Chiang, J-L**. (2018). Online Intervention to Promote Teacher Data-Driven Decision Making: Optimizing Design to Maximize Impact. Journal of *Studies in Educational Evaluation*, *59*, 256-269.

**Chiang J**-L., & Reeves, T.D. (2018). *Design, Development, and Refinement of a Theory-Based, Online, Data Literacy Training for Teachers*. Design case presentation at the meeting of Association for Educational Communications and Technology International Conference Kansas City, MO

Reeves, T. D., & **Chiang**, J. L. (2018). *Online interventions to promote teacher data-driven decision making: Optimizing design to maximize impact*. Paper presentation at the meeting of the American Educational Research Association, New York, NY.