

**SIMON HOOPER          CURRICULUM VITAE**

**A.      PERSONAL INFORMATION**

1. Date:                      October, 2013
  
2. Rank:                      Professor  
Department:              Learning and Performance Systems  
Specialization:            Learning, Design, and Technology
  
3. Office:                    310C Keller Building  
University Park, PA 16802  
Phone (814) 867 1814
  
4. Education History:
  - Ph.D.            1989      Penn State University  
Major:    Curriculum and Instruction  
Minor:    Educational Psychology
  
  - M.Ed.           1985      Penn State University  
Major:    Mathematics
  
  - BS                1983      Penn State University  
Major:    Secondary Education - Mathematics
  
  - Cert. Ed.       1978      Durham University, England  
Major:    Mathematics Education
  
5. Employment History:
  - 6/13 – present      Professor  
College of Education  
Penn State University
  
  - 8/07 – 7/13 Associate Professor  
College of Education  
Penn State University
  
  - 6/94 – 8/07 Associate Professor  
College of Education and Human Dev.  
University of Minnesota
  
  - 9/89 - 6/94          Assistant Professor  
College of Education and Human Dev.  
University of Minnesota

**B. DISCIPLINED INQUIRY****1. Books**

Hooper, S. (1999). *Authorware: An introduction to multimedia*. Second edition. Upper Saddle River: NJ. Prentice Hall.

Hooper, S. (1997). *Authorware: An introduction to multimedia*. Upper Saddle River: NJ. Prentice Hall.

**2. Chapters in books**

Mundie, J., & Hooper, S. (In press). Considering the potential of connected mobile learning. In C. Miller & A. Doering (Eds.) *The New Landscape of Mobile Learning: Redesigning Education in an App-Based World*. Routledge

Hooper, S., & Doering, A. (2013). Jennie Davenport and Pedro Lopez: Converting a powerful workshop to an online format. In P. A. Ertmer, & J. Quinn (Eds.) *The ID Casebook: Case Studies in Instructional Design (4th Edition)*. Upper Saddle River, NJ: Merrill/ Prentice Hall.

Hooper, S., Miller, C., & Rose, S. (2013). Considering the design of an electronic progress-monitoring system. In Luckin, R., Goodyear, P., Grabowski, B., Puntambeker, S., Underwood, J., & Winters, N. (Eds.), *Handbook on Design in Educational Computing*. Routledge.

Hooper, S., & Clariana, R. B. (2012). Cooperative learning groups and streaming. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning*. Secaucus, NJ: Springer.

Clariana, R. B., & Hooper, S. (2012). Adaptive evaluation systems. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning*. Secaucus, NJ: Springer.

Hooper, S., & Hokanson, B. (2011). Integrating technology in classrooms: We have met the enemy and he is us. In G. J. Anglin (Ed.), *Instructional Technology: Past, Present and Future*. Libraries Unlimited, Englewood, CO (3rd Edition).

Hokanson, B., Miller, C., & Hooper, S. (2008). Commodity, Firmness, and Delight: Four Modes of Instructional Design Practice. In L. Botturi, & T. Stubbs (Eds.) *Handbook of Visual Languages in Instructional Design*.

Hooper, S., & Reinartz, T. J. (2001). Educational multimedia. In R. A. Reiser, & J. V. Dempsey (Eds.) *Trends and Issues in Instructional Design and Technology* (pp. 305- 318). Upper Saddle River, NJ: Merrill/Prentice Hall.

Hannafin, M. J., Hannafin, K. M., Hooper, S., Rieber, L. P. & Kini, A. (1996). Research on and research with emerging technologies. In D. Jonassen (Ed.) *Handbook of*

Research in Educational Communications and Technology (pp.378-402).  
Macmillan.

Hooper, S., & Rieber, L. P. (1995). Teaching with technology. In A. Ornstein (Ed.), *Teaching: Theory and practice* (pp.154-170). Boston: MA. Allyn and Bacon.

Hooper, S., & Rieber, L. P. (1995). Teaching, instruction, and technology. In A. Ornstein & L. Behar (Eds.), *Contemporary issues in curriculum* (pp. 251-264). Boston: MA. Allyn and Bacon.

Hannafin, M. J., & Hooper, S. R. (1993). Learning principles. In M. Fleming & W. H. Levie (Eds.), *Instructional message design: Principles from the behavioral and cognitive sciences* (2nd ed.) (pp. 191-231). Hillsdale, NJ: Educational Technology Publications.

Hannafin, M. J., Dalton, D., & Hooper, S. (1987). Computers in education: Barriers and solutions. In E. E. Miller & M. L. Mosely (Eds.) *Educational media and technology yearbook* (pp. 5-20). Littleton, CO: Libraries Unlimited.

### 3. **Journal Articles**

\*Hooper, S., Miller, C., Rose, S., & Rook, M. (2013). Exploring Instructor and Student use of an American Sign Language E-Assessment System. *International Journal of Cyber Behavior, Psychology and Learning*, 3(1), 19-28.

\*Miller, C., Lecheler, L., Hosack, B., Doering, A., & Hooper, S. (2012). Orchestrating Data, Design, and Narrative: Information Visualization for Sense- and Decision-Making in Online Learning. *International Journal of Cyber Behavior, Psychology and Learning*, 2(2), 1-15.

\*Rosser, B. R. S., Oakes, J. M., Konstan, J., Hooper, S., Horvath, K. J., Danilenko, G. P., Nygaard, K. E. (2010). Reducing HIV Risk Behavior of MSM through Persuasive Computing: Results of the Men's INTERNET Study (MINTS-II). *AIDS Journal*, 24(13), 2099-2107.

\*Miller, C., Hooper, S., Rose, S., Montalto-Rook, M. (2008). Transforming e-assessment in American Sign Language: Pedagogical and technological enhancements in online language learning and performance assessment. *Learning, Media and Technology*, 33(3), 155-168.

\*Hokanson, B., Miller, C. & Hooper, S. (2008). Role Based Design: A contemporary perspective for innovation in instructional design. *Tech Trends*. 52(6), 36-43.

\*Hooper, S., Rosser, B.R.S., Horvath, K.J., Oakes, J.M., Danillenko, G., and the Men's INTERNET Sex II (MINTS-II) Team. (2008). An Online Needs Assessment of a

Virtual Community: What Men Who Use the Internet to Seek Sex with Men Want in Internet-Based HIV Prevention. *AIDS and Behavior*, 12(6), 867-875.

\*Miller, C., Hooper, S., & Rose, S. (2008). Avenue ASL: Transforming curriculum through design and innovation. *Tech Trends*, 51(2), 27-32.

\*Hooper, S., Miller, C., Rose, S., & Veletsianos, G. (2007). The effects of digital video quality on learner comprehension in an American Sign Language assessment environment. *Sign Language Studies*, 8(1), 42-58.

\*Miller, C., Hooper, S., & Rose, S. (2005). Avenue ASL: Developing an environment for assessing American Sign Language learner performance. *Advanced Technology for Learning*, 2(3), 140-147.

Hokanson, B., & Hooper, S. (2004). Levels of teaching: A taxonomy for instructional design. *Educational Technology*, 44(6), 14-22.

Translated into Chinese: Hokanson, B., & Hooper, S. (2005). Levels of teaching: A taxonomy for instructional design. *Distance Education Journal*, No. 2 (Serial No. 167), 26-29.

\*Kuo, M-L. A., & Hooper, S. (2004). The effects of visual and verbal coding mnemonics on learning Chinese characters in computer-based instruction. *Educational Technology Research and Development* 52(3), 23-38.

\*Hooper, S. (2003). The effects of persistence and small group interaction during computer-based instruction. *Computers in Human Behavior*, 19, 211-220.

Hooper, S., Hokanson, B., Bernhardt, P., & Johnson, M. (2002). Special Section: A Learning Software Design Competition. *Educational Technology*, 42(5), 5-7.

Hooper, S., Hokanson, B., & Bernhardt, P. (2001). Introduction to special issue: A competition to promote the design of educational software. *Tech Trends*, 24(2) 3-4.

\*Hokanson, B., & Hooper, S. (2000). Computers as cognitive media: examining the potential of computers in education. *Computers in Human Behavior*, 16(5), 537-552.

\*Hooper, S., & Hokanson, B. (2000). The changing face of knowledge. *Social Education*, 64(1), 28-31.

- \*Singhanayok, C., & Hooper, S. (1998). The effects of cooperative learning and learner control on students' achievement, option selections, and attitudes. *Educational Technology Research and Development*, 46(2), 17-33.
- Hooper, S. (1997). Authorware 3.5: A tool for producing computer-based instructional materials. *Syllabus*, 10(6), 38-39, 45.
- \*Jakobsdottir, S., & Hooper, S. (1995). Computer-assisted foreign language learning: Effects of text, context, and gender on listening comprehension and motivation. *Educational Technology Research and Development*, 43(4), 43-59.
- \*Benshoof, L. A., Graves, M., & Hooper, S. (1995). The effects of single- and multiple-window presentations on achievement, instructional time, window use, and attitudes during computer-based instruction. *Computers in Human Behavior*, 11(2), 261-272.
- \*Hooper, S., Sales, G., & Rysavy, D. M. (1994). Generating summaries and analogies alone and in pairs. *Contemporary Educational Psychology*, 19, 53-62.
- \*Benshoof, L. A., & Hooper, S. (1993). The effects of single- and multiple-window presentation on achievement during computer-based instruction. *Journal of Computer-Based Instruction*, 20, 113-117.
- \*Hooper, S., Temiyakarn, C., & Williams, M. D. (1993). The effects of cooperative learning and learner control on high- and average-ability students. *Educational Technology Research and Development*, 41(2), 5-18.
- \*Simsek, A., & Hooper, S. (1992). The effects of cooperative versus individual videodisc learning on student performance and attitudes. *International Journal of Instructional Media*, 19, 209-218.
- \*Hooper, S. (1992). Cooperative learning and computer-based instruction. *Educational Technology Research and Development*, 40(3), 21-38.
- Hooper, S. (1992). SIRIUS-USA: A guide to restructuring schools. *Tech Trends*, 37(3), 39-40.
- \*Hannafin, M. J., & Hooper, S. (1992). Introduction to special issue. *Educational Technology Research and Development*, 40(1), 47.
- \*Hooper, S. (1992). The effects of peer interaction on learning during computer-based mathematics instruction. *Journal of Educational Research*, 85, 180-189.

- \*Hooper, S., & Hannafin, M. J. (1991). The effects of group composition on achievement, interaction, and learning efficiency during computer-based cooperative instruction. *Educational Technology Research and Development*, 39(3), 27-40.
- \*Hooper, S., & Hannafin, M. J. (1991). Psychological perspectives on emerging instructional technologies: A critical analysis. *Educational Psychologist*, 26, 69-95.
- \*Hannafin, M. J., & Hooper, S. (1989). An integrated framework for CBI screen design and layout. *Computers in Human Behavior*, 5, 155-165.
- \*Dalton, D. W., Hannafin, M. J., & Hooper, S. (1989). The effects of individual versus cooperative computer-assisted instruction on student performance and attitudes. *Educational Technology Research and Development*, 37(2), 15-24.
- \*Hooper, S., Ward, T. J., Hannafin, M. J., & Clark, H. T. (1989). The effects of aptitude composition on achievement during small group learning. *Journal of Computer-Based Instruction*, 16, 102-109.
- \*Ward, T. J., Hooper, S., & Hannafin, K. M. (1989). The effect of computerized tests on the performance and attitudes of college students. *Journal of Educational Computing Research*, 5, 327-333.
- \*Hooper, S., & Hannafin, M. J. (1988). Cooperative CBI: The effects of heterogeneous versus homogeneous grouping on the learning of progressively complex concepts. *Journal of Educational Computing Research*, 4(4), 413-424.
- Hooper, S., & Hannafin, M. J. (1988). Learning the ROPES of instructional design: Guidelines for emerging interactive technologies. *Educational Technology*, 28(7), 14-17.
- Hannafin, M. J., Dalton, D. W., & Hooper, S. (1987). Computers in education: Ten myths and ten needs. *Educational Technology*, 27(10), 8-14.
- \*Hooper, S., & Hannafin, M. J. (1986). Variables affecting the legibility of computer generated text. *Journal of Instructional Development*, 9, 22-28.

\*refereed journals

#### 4. **Federal Grants**

- 2012 US Department of Education. Research on the Effectiveness of a Tool to Improve Literacy Assessment. Stepping Stones: \$899,601. Hooper (PI), Rose (Co-PI), & Miller (Co-PI).

- 2011 National Science Foundation . HSD: Anticipatory Learning for Climate Change Adaptation and Resilience, \$749,814.00. Tschakert, P. (PI), Crane, R. G. (Co-PI), Prins, E. S. (Co-PI), Hooper, S. R. (Co-PI), Tamminga, K. (Co-PI).
- 2008 US Department of Education. Development of a Technology based Avenue for Progress Monitoring with Deaf and Hard of Hearing Students. Stepping Stones: \$399,942. Rose (PI), Hooper (Co-PI), & Miller (Co-PI).
- 2004 US Department of Education, Creating an ASL curriculum based assessment portfolio: A capture, management, evaluation, and self-assessment system. FIPSE. \$551,050. Hooper (PI) & Rose (Co-PI)
- 2004 National Institute of Health. Men's INternet Study II (MINTS-II) for HIV prevention, \$2,418,887. Rosser (PI), Oaks (Co-PI), Konstan (Co-PI), & Hooper (Co-PI).