



Richard E. West

Professor

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@richardewest



<http://bit.ly/rickwestscholar>,

<http://bit.ly/RickWestCV>



<http://orcid.org/0000-0002-1417-0823> WOS ResearcherID V-5063-2018

Scholarship Areas of Focus

My research focuses on 21st Century approaches to teaching and learning, and how we can utilize emerging technologies and pedagogies to best prepare students for successful integration into their 21st Century societies and economies. As part of this research focus, I have done extensive research in the following strands:



1. **Interdisciplinary/collaborative innovation and studio-based pedagogies**—I believe that internet technologies have made collaboration not only possible but essential in the 21st Century, and that most 21st Century problems are “wicked” and complex enough to require significant innovation. Thus, I have studied strategies for fostering and teaching collaborative innovation skills to students, particularly through studio-based pedagogies.

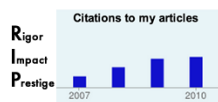


2. **Open Education (including open credentials)**—Open education not only makes learning more accessible, but it can make it more authentic in my opinion. I have done work in various aspects of open education, but I focus on open credentials, such as open badges. I believe that by redesigning the credentials we provide in education, we can provide opportunities for greater pedagogical innovation within the classroom.



3. **Online Learning (with an emphasis on social learning online)**—There is no doubt that online learning plays a key role in 21st Century learning. My emphasis within this area is on strategies for keeping online and blended learning social and relationship-focused.

Evaluating Scholarship



4. **Improved Research Metrics and Research Practices**—I have also had a scholarly interest in improving our practice as academics, and thus some of my research has looked at trends and patterns in our field, and how to improve our practice.

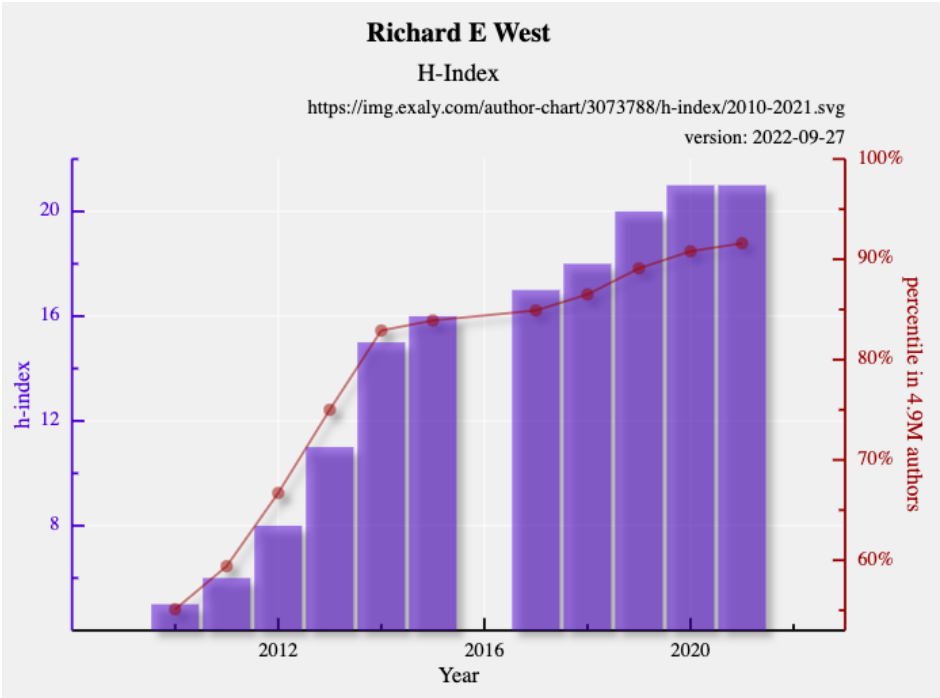
TEACHER'S USE OF TECH	TECHNOLOGY ANALOGYSHIP TO TECH IS		
	REPLACES	AMPLIFIES	TRANSFORMS
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5. **Technology Integration Strategies**—Emerging digital technologies are critical to 21st Century learning, but they must be used effectively. Much of my research has studied how to integrate technology effectively in K-16 environments, including how to train preservice teachers in these strategies.



For a full list of publications, go to <http://bit.ly/RickWestPublications>.

Overall Research Impact



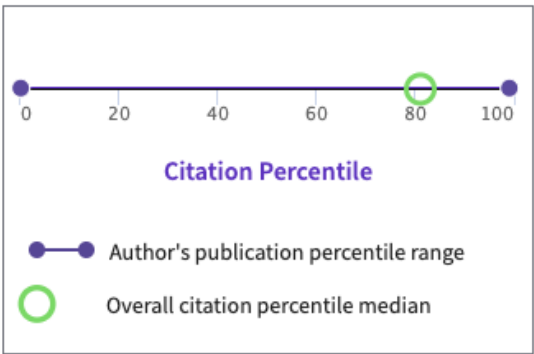
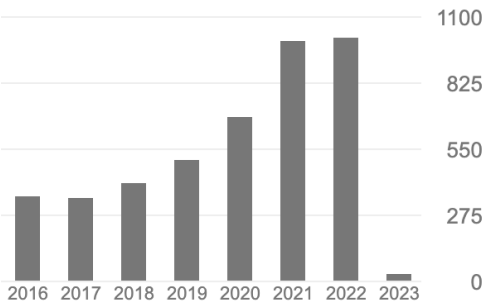
Profile on [Exaly.com](#)

Exaly draws data from Google Scholar, Web of Science, Publons, Scopus, Crossref, and ResearchGate combined. These two charts compare my impact within their database of 4.9 million authors.

(top 7%) 6I papers	(top 10%, rank 429K) 1,060 citations	(top 6%, rank 250.9K) 2I h-Index	39 rankings
(top 7%) 67 extended papers	(top 10%, rank 429K) 1,253 extended citations	(top 6%, rank 260.9K) 22 extended h-Index	2.4 avg. Impact Factor

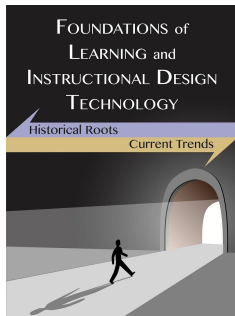
Author Impact Beamplot Summary ⓘ

	All	Since 2018
Citations	5582	3676
h-index	39	31
i10-index	66	62



Profiles on [Google Scholar](#) & [Web of Science](#)

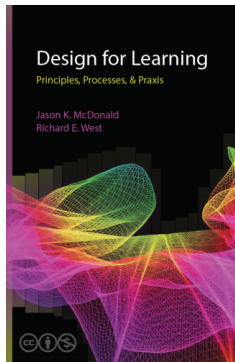
Textbooks



Richard E. West

McDonald, J. K. & West, R. E. (2020). *Design for Learning: Principles, Processes, and Praxis*. Available at <https://edtechbooks.org/id>.

- Received the Outstanding Book Award for 2018 (AECT Research and Theory)
- Received the Outstanding Book Award for 2019 (AECT Design and Development)
- Average chapter rating of 4.0/5 by readers, qualifying as “high quality”



West, R. (2018). *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://edtechbooks.org/lidtfoundations>.

- Received the Outstanding Book Award for 2022 (AECT Research and Theory)
- Average chapter rating of 4.1/5 by readers, qualifying as “high quality”
- Named a [“Must Read” book](#) by Contact North



West, R. & Leary, H. (in preparation). *Becoming an LIDT Professional*. Available at https://edtechbooks.org/becoming_an_lidt_pro.

- Collection of chapters informing students about the skills, standards, and practices of professional instructional designers, and provided advice for seeking careers within the field.



**OPEN
AIMS**

Assessments, Instruments,
and Measures for
Education Research



West, R. & Kimmons, R. (in preparation). *Assessments, Instruments, and Measures for Education Research*. Available at <https://edtechbooks.org/aims>.

- Collection of open instruments to promote sharing and reuse.



RESEARCH ON DEVELOPING CREATIVITY AND EXPERTISE

Combining insights from social psychology/sociology and creativity, I study how we can better develop group creativity, innovation, and expertise in learners. I developed the Communities of Innovation framework to explain the nature and characteristics of communities or organizations focused on producing innovative activity. The framework is descriptive, but also prescribes recommendations. I also co-founded the Creativity, Innovation, and Design group, interdisciplinary studio, and interdisciplinary design thinking minor, all at BYU. Recently I have researched how the teaching of conditional knowledge develops functional expertise as a prerequisite to students developing creativity.

Selected Publications (For all publications, go to <http://bit.ly/RickWestPublications>)

BOLD = MENTORED STUDENTS, AR = ACCEPTANCE RATE, T = JOURNAL TIER (ACCORDING TO IPT DEPARTMENT CRITERIA); # = INVITED

Swan, R., Plummer, K., & West, R. E. (2020). Toward functional expertise through formal education: Identifying an opportunity for higher education. *Educational Technology Research and Development*, 68, 2551-2568. Available at: <https://rdcu.be/b31Ci>. (T1). **Outstanding Theoretical Award from Research and Theory Division of AECT in 2022**

McDonald, J. K., West, R. E., Rich, P. J., & Hokanson, B. (2020). Instructional design for learner creativity. In Bishop M.J., Boling E., Elen J., Svihla V. (Eds.) *Handbook of Research in Educational Communications and Technology*. Springer, Cham. https://doi.org/10.1007/978-3-030-36119-8_17

West, R. E. (2016). Using interdisciplinary design to break down the walls to developing creativity. *Educational Technology*, 56(6), 47-52 (T=2).

West, R. E. (2014). Communities of Innovation: Individual, group, and organizational characteristics leading to greater potential for innovation. *TechTrends*, 58(5), 53-61. (T2; AR=25%)

West, R. E., **Williams, G. S.**, & Williams, D. D. (2013). Improving problem-based learning in creative communities through effective group evaluation. *Interdisciplinary Journal of Problem-based Learning*, 7(2). Available at <http://dx.doi.org/10.7771/1541-5015.1394>. (T2; AR=7-12%).

West, R. E., **Tateishi, I.**, Wright, G. A., **Fonoimoana, M.** (2012). Innovation 101: Promoting undergraduate innovation through a two-day boot camp. *Creativity Research Journal*, 24(2-3), 243-251. (T1; AR=11-20%)

West, R. E. & Hannafin, M. J. (2011). Learning to design collaboratively: Participation of student designers in a Community of Innovation. *Instructional Science*, 39(6), 821-841. doi: 10.1007/s11251-010-9156-z (T1; AR=21-30%)

West, R. E. (2009). What is shared? A framework for studying communities of innovation. *Educational Technology Research and Development*, 57(3), 315-332. (T1; AR=8%). <http://hdl.lib.byu.edu/1877/2140> **2010 AECT Outstanding Journal Article Award & 2008 Young Scholar Award.**



RESEARCH ON OPEN EDUCATION/OPEN BADGES

Open Badges are a flexible technology for issuing stackable, shareable, and open digital credentials to students that recognizes student learning, engagement, and accomplishments. I have co-designed open badging software, credentialing systems, and consulted on badging initiatives and executive boards for various organizations

Selected Publications (For all publications, go to <http://bit.ly/RickWestPublications>)

BOLD = MENTORED STUDENTS, AR = ACCEPTANCE RATE, T = JOURNAL TIER (ACCORDING TO IPT DEPARTMENT CRITERIA); # = INVITED

West, R. E. & Cheng, Z. (2022). Digital credential evolution. In Zawacki-Richter O. and Jung, I. (Eds.), *Handbook of Open Distance and Digital Education*. Springer. https://doi.org/10.1007/978-981-19-0351-9_71-1.
https://link.springer.com/referenceworkentry/10.1007/978-981-19-0351-9_71-1

Randall, D. & West, R. E. (2022). Who cares about open badges? An examination of principals' perceptions of the usefulness of teacher open badges in the United States. *Open Learning: The Journal of Open, Distance, and e-Learning*, 37(1), 65-83 <http://dx.doi.org/10.1080/02680513.2020.1752166> (T2).

West, R. E., Tawfik, A. A., **Gishbaugher, J. J.**, & **Gatewood, J.** (2020). Guardrails to constructing learning: The potential of open microcredentials to support inquiry-based learning. *TechTrends*, 64 (828-838). Available at <https://link.springer.com/article/10.1007/s11528-020-00531-2>. (T2).

Clements, K., West, R. E., & **Hunsaker, E.** (2020). Getting started with open badges. *International Review of Research in Open and Distributed Learning*, 21(1), 153-171. doi:[10.19173/irrodil.v21i1.4529](https://doi.org/10.19173/irrodil.v21i1.4529). Available at <http://www.irrodil.org/index.php/irrodil/article/view/4529>. (T1).

Zhang, J. & West, R. E. (2020). Designing microlearning instruction for professional development through a competency-based approach. *TechTrends*, 64, (310-318). doi:[10.1007/s11528-019-00449-4](https://doi.org/10.1007/s11528-019-00449-4). <https://rdcu.be/bYNqge>. (T2).

West, R. E., Newby, T., **Cheng, Zui**, **Erickson, A.**, & **Clements, K.** (2020). Acknowledging all learning: Flexible, micro, and open credentials. In Bishop M.J., Boling E., Elen J., Svihla V. (Eds.) *Handbook of Research in Educational Communications and Technology*. Springer, Cham. https://doi.org/10.1007/978-3-030-36119-8_27

Young, D., West, R. E., & Nylin, T. A. (2019). Value of open badge microcredentials to employees, customers, and the organization: A case study. *International Review of Research in Open and Distributed Learning*, 20(5). Available at <http://www.irrodil.org/index.php/irrodil/article/view/4345>. doi:[10.19173/irrodil.v20i5.4345](https://doi.org/10.19173/irrodil.v20i5.4345). (T1).

Randall, D., West, R. E., & **Farmer, T.** (2019). Effectiveness of undergraduate instructional design assistants in scaling a teacher education open badge system. *Contemporary Issues in Technology and Teacher Education*, 19(4). Retrieved from <http://bit.ly/IDABadges>. (T2).

Randall, D. L., **Harrison, J. B.**, & West, R. E. (2013). Giving credit where credit is due: Designing open badges for a technology integration course. *TechTrends*, 57(6), 88-95. (T2; AR=25%)



RESEARCH ON ONLINE LEARNING COMMUNITIES

Online learning is no longer merely optional in the 21st Century, but my research focuses on how to improve the social aspects of online learning, believing that social interactions are large mediators of effective online learning.

Selected Publications (For all publications, go to <http://bit.ly/RickWestPublications>)

BOLD = MENTORED STUDENTS, AR = ACCEPTANCE RATE, T = JOURNAL TIER (ACCORDING TO IPT DEPARTMENT CRITERIA); # = INVITED

Lowenthal, P., Best, E., West, R. E., Borup, J., Archambault, L. (2021). Faculty perceptions of using synchronous video-based communication technology. *Online Learning Journal*, 25(4), 74-103.

Lowenthal, P., Borup, J., West, R. E., & Archambault, L. (2020). Thinking beyond zoom: Using asynchronous video to maintain connection and engagement during the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 161-169. (T2; AR=12.4%).

Borup, J., Graham, C.R., West, R. E., Archambault, L., & Spring, K. (2020). Academic Communities of Engagement: An expansive lens for examining support structures in blended and online learning. *Educational Technology Research and Development*, 68, 807-832. <https://doi.org/10.1007/s11423-020-09744-x>. Available at rdcu.be/b1KlZ. (T1).

➤ Outstanding Publication Award from Learning and Engagement Division (AECT)

West, R. E. & Williams, G. (2017). I don't think that word means what you think it means: A proposed framework for defining learning communities. *Educational Technology Research and Development*. Available online at <http://rdcu.be/z9Jg>. (T1; AR=4%).

West, R. E., Jay, J., Armstrong, M., & Borup, J. (2017). Picturing them right in front of me: Guidelines for implementing video communication in online and blended learning. *TechTrends* (T2). Available at <http://rdcu.be/tRrA>

➤ 2nd Place Practice Article award winner from the DDL-AECT.

Thomas, R., West, R. E., & Borup, J. (2017). An analysis of instructor social presence in online text and asynchronous video feedback comments. *Internet and Higher Education*, 33, 61-73. (T1)

➤ AECT D&D Outstanding Journal Article award winner.

Borup, J., West, R. E., & Thomas, R. (2015). The impact of text versus video communication on instructor feedback in blended courses. *Educational Technology Research and Development*, 63(2), 161-184. (T1; AR=4% for research section, 2014).

➤ Awarded 2nd place award for qualitative research by the AECT Division of Distance Learning in 2015.

Borup, J., West, R. E., Thomas, R., & Graham, C. R. (2014). Examining the Impact of Text Versus Video Communication on Instructor Feedback in Blended Courses. *International Review of Research in Open and Distance Learning*, 15(3). Available at <http://www.irrodl.org/index.php/irrodl/article/view/1821/2909> (T2; AR=33%)

Harrison, J. B. & West, R. E. (2014). Sense of community in a blended technology integration course: A design-based research study. *International Review of Research in Open and Distance Learning*, 15(6). Available at <http://www.irrodl.org/index.php/irrodl/article/view/1907>. (T2; AR=33%)

Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The Adolescent Community of Engagement: A framework for research on adolescent online learning. *Journal of Technology and Teacher Education*, 22(1), 107-129. (T1; AR=15%)

- Named 3rd place for distance education research (qualitative research) in 2016 by the Division for Distance Learning at AECT.

Velasquez, A., Graham, C. R., & West, R. E. (2013). An investigation of practices and tools that enabled technology-mediated caring in an online high school. *The International Review of Research in Open and Distance Learning*, 14(5). Available at <http://www.irrodl.org/index.php/irrodl/article/view/1465> (T2, AR=33%).

- Republished in Spanish in the *Revista de Mexicana de Bachillerato a Distancia*, available at <http://bdistancia.ecoesad.org.mx/wp-content/pdf/numero-12/Vision-13.pdf>

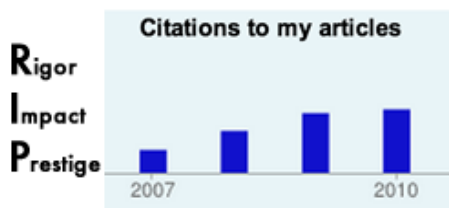
Borup, J., West, R. E., & Graham, C. R. (2013). The influence of asynchronous video communication on learner social presence: A narrative analysis of four cases. *Distance Education*, 34(1), 48-63. (T1, AR=21-25%).

Borup, J., West, R. E., & Graham, C. R. (2012). Improving online social interaction through asynchronous video. *Internet and Higher Education*, 15(3), 195-203. [doi:10.1016/j.iheduc.2011.11.001](https://doi.org/10.1016/j.iheduc.2011.11.001) (T1; AR=25%)

West, R. E. (2010). A student's guide to strengthening an online learning community. *TechTrends*, 54(5), 69-75. (T2)

Hill, J., Song, L., & West, R. E. (2009). Social learning theory and web-based learning environments: A review of research and discussion of implications. *American Journal of Distance Education*, 23(2), 88-103. (T1; AR=22%)

Evaluating Scholarship



RESEARCH ON IMPROVING ACADEMIC SCHOLARSHIP

The standards for promotion and tenure are rising, and increasingly academic researchers are required to justify the quality of their research. However, academics come from a wide variety of disciplines, and it is difficult to understand what constitutes “quality” in various disciplines. In my research, I study how to better understand the quality of academic work, particularly through a framework of rigor, impact/influence, and prestige. I have also authored a series of articles analyzing scholarship within major journals.

Selected Publications (For all publications, go to <http://bit.ly/RickWestPublications>)

BOLD = MENTORED STUDENTS, AR = ACCEPTANCE RATE, T = JOURNAL TIER (ACCORDING TO IPT DEPARTMENT CRITERIA); # = INVITED

West, R.E., Ertmer, P. & McKenney, S. (2020). The crucial role of theoretical scholarship for learning design and technology. *Education Technology Research & Development*, 68, 593-600.

<https://doi.org/10.1007/s11423-020-09770-9>. Available at <https://rdcu.be/b3OpI>.

Bodily, B., Leary, H., & West, R. E. (2019). Research trends in instructional design and technology journals. *British Journal of Educational Technology*. (T1). doi: 10.1111/bjet.12712. Available at

<https://onlinelibrary.wiley.com/doi/pdf/10.1111/bjet.12712>

Arnesen, K., Hveem, J., Short, C., West, R. E., & Barbour, M. K. (2019). K-12 online learning journal articles: Scholarship trends from two decades. *Distance Education*, 40, 32-53. (T1) <https://doi.org/10.1080/01587919.2018.1553566>

West, R. E., Thomas, R. A., Bodily, R., Wright, C., & Borup, J. (2017). An analysis of instructional design and technology departments. *Educational Technology Research and Development*. doi: 10.1007/s11423-016-9490-1. Available at <http://rdcu.be/mFJF> (T1: AR=4%).

Thomas, R.A., West, R.E., & Rich, P. (2016). Benefits, challenges, and perceptions of the multiple article dissertation format in instructional technology. *Australasian Journal of Educational Technology*, 32(2), 82-98. Available at <http://ajet.org.au/index.php/AJET/article/view/2573/1349>. (T2; AR=30%)

West, R. E. & Borup, J. (2014). An analysis of a decade of research in 10 instructional design and technology journals. *British Journal of Educational Technology*, 45(4), 545-556. doi: 10.1111/bjet.12081 (T1; AR=14%)

West, R. E. & Rich, P. J. (2012). Rigor, impact, and prestige: A proposed framework for evaluating scholarly publications. *Innovative Higher Education*, 37(5), 359-371. Available at <https://link.springer.com/article/10.1007/s10755-012-9214-3>. (T2; AR=18%)

- Awarded the Outstanding Journal Article in 2015 by the Research and Theory Division of AECT.

Rich, P. J. & West, R. E. (2012). New technologies, new approaches to evaluating academic productivity. *Educational Technology*, 52(6), 10-13.

P I C	PASSIVE INTERACTIVE CREATIVE	STUDENTS' RELATIONSHIP TO TECH IS _____	CR	CA	CT
			IR	IA	IT
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			TEACHER'S USE OF TECH _____ TRADITIONAL PRACTICE		
			REPLACES	AMPLIFIES	TRANSFORMS
			R	A	T

RESEARCH ON EFFECTIVE USE OF ED TECHNOLOGY

Technology has the potential to spark true pedagogical change in education, but only through effective theory and practice. I am a co-developer of the PICRAT theory to guide teacher use of technology, and have conducted research into various strategies for effective technology integration.

Selected Publications

BOLD = MENTORED STUDENTS, AR = ACCEPTANCE RATE, T = JOURNAL TIER (ACCORDING TO IPT DEPARTMENT CRITERIA); # = INVITED

West, R. E. & Allman, B. (2020). Designing technology-enhanced learning experiences. In McDonald, J. & West, R. E. (Eds.), *Instructional Design: Principles, Processes, & Praxis*. Available at <https://edtechbooks.org/id>.

West, R. E., Jensen, J., Johnson, M., Nelsen, J., Sansom, R., Turley, S., & Wright, G. (in press). STEM Faculty Institute: An intensive interdisciplinary effort to improve STEM faculty adoption of evidence-based instructional practices. *J. of College Science Teaching*.

Kimmons, R., Graham, C., & West, R. (2020). The PICRAT model for technology integration in teacher preparation. *Contemporary Issues in Technology and Teacher Education*, 20(1). Available at <http://www.learntechlib.org/p/210228/>.

Jensen, J. L., Holt, E. A., **Sowards, J. B.**, Ogden, T. H., West, R. E. (2018). Investigating strategies for pre-class content learning in a flipped classroom. *Journal of Science Education and Technology*, 27(6), 523-535. doi: 10.1007/s10956-018-9740-6 (T1).

* Davies, R. & West, R. E. (2014). Technology integration in school settings. In M. Spector, M.J. Bishop, M. D. Merrill, & J. Elen, (Eds.), *Handbook of Research on Educational Communications and Technology*. NY: Lawrence Erlbaum.

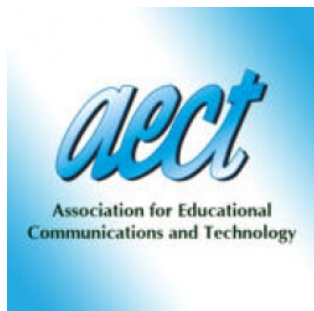
West, R. E., Waddoups, G., & Graham, C. R. (2007). Understanding the experiences of instructors as they adopt a course management system. *Educational Technology Research and Development*, 55(1), 1-26. (T1; AR=12%). Available online at <https://scholarsarchive.byu.edu/facpub/935/>

West, R. E., Waddoups, G., Kennedy, M., & Graham, C. R. (2007). Evaluating the impact on users from implementing a course management system. *International Journal of Instructional Technology and Distance Learning*, 4(2). Available online at <http://hdl.lib.byu.edu/1877/2142>. (T3; AR=66%)

West, R. E., Wright, G. W., Gabbitas, B., & Graham, C. R. (2006). Reflections from the Introduction of Blogs and RSS Feeds Into a Preservice Instructional Technology Course. *TechTrends*, 50(4), 54-60. <http://hdl.lib.byu.edu/1877/2143>.

West, R. E. & Graham, C. R. (2005). Five Powerful Ways Technology Can Enhance Teaching and Learning in Higher Education. *Educational Technology*, 45(3), 20-27. <http://hdl.lib.byu.edu/1877/2135>. (T2; AR=15%).

Awards



2022

- Outstanding Theoretical Article Award — Research and Theory Division of AECT
- Outstanding Publication Award — Learning and Engagement Division of AECT

2017-2020

- Outstanding reviewer — *Educational Technology Research and Development* (annual award, received 4 years in a row)

2019

- Outstanding Book Award — Design and Development Division of AECT (Award given for *Foundations of Learning and Instructional Design Technology*).

2018

- Outstanding Book Award — Research and Theory Division of AECT (Award given for *Foundations of Learning and Instructional Design Technology*).
- Outstanding Journal Article — Design and Development Division of AECT
- 2nd Place Outstanding Practice Article — Division of Distance Learning of AECT

2017

- Young Scholar Award (award for theoretical work) — *Educational Technology Research and Development/AECT* (Award given to Royce Kimmons for a paper that included me as a co-author).

2016

- 3rd Place, (Qualitative Research) — Outstanding Journal Article on Distance Education, Division of Distance Learning, Association for Educational Communications Technology (DDL-AECT)

2015

- Outstanding Journal Article — Division of Research and Theory, Association for Educational Communications Technology
- 2nd Place — Outstanding Journal Article on Distance Education Research — Division of Distance Learning, Association for Educational Communications Technology (DDL-AECT)

2013

- 2nd Place — Outstanding Article on Distance Education Practice — (DDL-AECT)

2012

- Outstanding Scholar Award — McKay School of Education, BYU
- 2nd Place — Outstanding Journal Article on Distance Education Practice — DDL-AECT
- 2nd Place — Outstanding Journal Article on Distance Ed Research — DDL-AECT

2010

- Outstanding Journal Article Award — Division of Research and Theory, AECT.

2008

- Young Scholar Award — AECT
- Presidential Service Award — AECT
- Strohbehn Leadership Intern — AECT

2006

- Young Researcher Award — Instructional Technology SIG of AERA

Publications

A [full list of my journal articles and book chapters](#) is available. In addition, my scholarship is available on [Google Scholar](#), [Mendeley](#), [my website](#), and the [BYU Scholar's Archive](#).

Book Collections



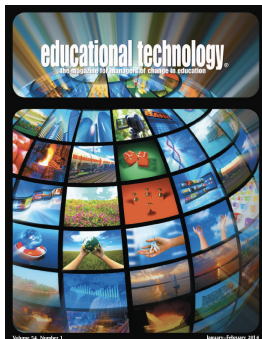
THESE WERE OPEN ACCESS BOOKS THAT REPUBLISHED CLASSIC ARTICLES.

West, R. E., & Borup, J. (2021). *Teaching With Asynchronous Video*. Available at https://edtechbooks.org/asynchronous_video.

Grimaud, J., Harding, T., & West, R. E. (2018). *Narrative in Instructional Design*. Available at <https://lidtfoundations.pressbooks.com/>.

Brown, H., Jackson, S., Zhang, J., & West, R. E. (2018). *Creativity and Innovation in Education*. Available at <https://educationinnovation.pressbooks.com/>.

Educational Technology Series



In 2010, I was named a series editor for *Educational Technology* (a Tier 2 publication according to our department's standards) for a special series of articles analyzing trends in the journals of our field. This series ran for several years, with **22 articles published**—all with significant numbers of student co-authorship (>80 students).

These articles are all available at <http://byu.academia.edu/RichardWest/Journal-Analysis-Series>, and the [full citations for all the articles are also available](#).

I include here only the citation to the first article (where I introduce the series and the methodology we used) and the final article (where I summarize major ideas across the 22 article series). In referencing the methodology used for the entire series of articles, these are the two best articles to reference.

- West, R. E. (2016). Insights from looking at 22 journals: Conclusion of Educational Technology Journal Series. *Educational Technology*, 56(1), 41-45.
- West, R. E. (2011). About this article and new series. *Educational Technology*, 51(4), 60.

External Grant Funding

*=PRINCIPAL INVESTIGATOR OR RECIPIENT.

* The STEM Faculty Institute (STEMFI) to Promote Faculty Change, \$324,945 (2017-2020), National Science Foundation. (co-PI)

SciencePlus, USOE Math Partnership Grant, \$287,071 (2007-2009, renewed until 2012). No Child Left Behind Title II Part A. (co-Project Manager)

Editorships & Advisory Boards

- Section Editor, *Handbook of Open, Distance, and Digital Education*—Springer Major Reference Work
- Member of International Scientific Council for *Revista de Educación a Distancia*
- Utah State Board of Education Microcredential Advisory Council — 2019-present
- Special Issue Editor on “Theories of Learning and Instruction for Digital Education” in *Revista de Educación a Distancia* — 2020, Volume 20, Issue 64.
- Special Issue Editor on “The Role of Theory in Learning and Instructional Design Technology” in *Educational Technology Research and Development* — 2020
- Editorial Board, *Journal of Research on Technology in Education* — 2018-2021
- Digital Credentials Executive Board, *IMS Global* — 2018-2020
- Scholarship Rankings section co-editor, *Educational Media and Technology Yearbook* — 2018-present
- Executive Advisory Board, *Journal of Online Learning Research* — 2014-present
- Editorial Board, *Open Education Studies* — 2018-present
- Editorial Board, *Educational Technology Research and Development* — 2013-2016
- Consulting Research Editor, *Educational Technology* — 2013-2017
- Consulting Research Editor, *Educational Technology Research and Development* — 2010-2013
- Special Series Editor, *Educational Technology* — 2011-2016

Journal/Book Reviewing

I am a frequent reviewer for journals and major handbooks, reviewing for 20 major journals in the field of Instructional Technology. [Here is a list of all the journals and books](#) for which I serve as reviewer.

Courses Taught

(Student Ratings on a 5-point scale)

IPT 420: Psychology for Design	★★★★★
IPT 510: Scholarly Writing & Argumentation	★★★★★
IPT520: Foundations of Instructional Design & Technology	★★★★★
IPT286: Integrating K-12 Educational Technology 1	★★★★★
IPT371: Integrating K-12 Educational Technology 1	★★★★★
IPT515r: Theories of Creativity	★★★★★
IPT515r: Educational Entrepreneurship	★★★★★
IPT653: Introduction to Qualitative Research	★★★★★
IPT461/661: Educational Product Evaluation	★★★★★
IPT750: Literature Review and Synthesis	★★★★★
IPT629: Introduction to Research	★★★★★

Advising

Doctoral Dissertations Advised

Isaku Tateishi, *Impact of Group Collaboration on ... Creative Thinking Ability*, Sum. 2011
 Linda Bradford, *The Viability of Virtual Worlds in Higher Education*, Summer, 2012
 Jacob Burdis, *Designing and Evaluating a Russian Elicited Imitation Test*, Winter 2014
 Jana Duncan, *Group Flow in the BYU Animation Studio*, Summer 2016
 Michael Atkisson, *Utility of Feedback Given by Students During Courses*, Winter 2017
 Daniel Randall, *Examining the Use of Open Badges*, Winter 2018
 Jacquelyn Johnson, *The Museum Exhibit Team Design Process*, Summer 2019
 Rebecca Sansom, *Understanding STEM Faculty Members' Decisions about Evidence-based Instructional Practices*, Fall 2019
 Camey Anderson, *Improving Mentoring in Higher Education*, Winter 2020
 Jiahui Zhang, *Practices & Innovative Tech for Enhancing Microlearning*, Summer 2022

Masters Theses Advised

J. Buck Harrison, *Sense of Community in a Blended Tech. Integration Course*, Fall 2011
 Rebecca Thomas, *The Effectiveness of Alternative Dissertation Models*, Fall 2015
 Melissa Warr, *Teacher's Adoption of Learner-Centered Technology*, Fall 2016
 Tadd Farmer, *Exploring Concerns of K-12 Online Teachers*, Summer 2017
 Brice Colby, *A Comparative Literature Review of Intelligent Tutoring Systems*, Fall 2017
 Shandon Gubler, *Reverse Mentoring in the Classroom: A Qualitative Study*, Fall 2019
 Christopher Cardenas, *Implementing DBL in a Peruvian University*, Winter, 2020
 Gloria Mora, *DBL as a Tool for Teaching Statistics in a Peruvian University*, Winter, 2022

Masters Design Projects Advised

Jacob Burdis, *Designing a Russian language course for BYU IS*, Summer 2010
 Daniel Randall, *Designing Video Instruction ... in Teacher PLC*, Winter 2012
 Tyler Beckstrom, *Evaluation of the Distance Observation Method*, Winter 2016
 Hyrum Jensen, *Designing a Purchasing and Supply Management Course*, Summer 2017
 Adam Lloyd, *Designing a Humanities of Asia course for BYU Online*, Summer 2017
 Christina Catron, *Facilitating Empathy in College Psychology*, Summer 2017
 Kyle Clements, *Designing a Student Employee Open Badge Training Program*, Sum. 2018
 Enoch Hunsaker, *Teaching Computational Thinking & Coding to ECE*, Summer 2018.
 Joseph Petillot, *Introducing Badging in Ghana to Validate the Labor Force*, August 2022

Consulting

PE=I SERVED AS THE PRINCIPAL EVALUATOR

- University of New Mexico (2016-present), Advisory Board for RED grant.
- Utah State Office of Education (2013-2015), *SmartSchools 1:1 iPad Evaluation*
- (PE) South Carolina Center for Excellence in Instructional Technology Training (2007-2010), *The Digital Express Project*
- (PE) Jefferson City School District (2007-2009), *The Dragon Connection Math Initiative*
- (PE) Jefferson City School District (2008), *District Self-Assessment*
- (PE) Center for Instructional Design (2005), *Campus-wide Evaluation of the Impact from Implementing Blackboard*

- (PE) Clarke County School District (2005), *Training to Implement Smartboards*
- Georgia Department of Education (2005-2009), *Title II-D Program Evaluation (project lead graduate student)*
- Cassie Drennon & Associates (2007), *Evaluation Consultancy*
- Center for Disease Control (2007), *Disaster Preparation at Atlanta-area Hospitals*
- Writing Effective Grant Proposals: Lessons Learned From Experienced Researchers (2007, NSF Award no. 0738462)
- Intermountain Healthcare, Hospital Quality Evaluation/Website Usability (2005)

Invited Presentations



I have been a visiting scholar at Utrecht University (Utrecht, Netherlands), Jiaotong University (Xi'an, China), Shenzhen University (Shenzhen, China), Sichuan University (Chengdu, China), and Beijing Language and Culture University (Beijing, China). I have also been invited to present over **35 keynotes, seminars, presentations, or workshops in 12 different countries.**

A [full listing of my research and invited presentations](#) is available.

Professional Service

I have served in many professional organizations, including as a conference planner or in leadership positions. These organizations include the Association for Educational Communications Technology, OER19, PIDT, and IMS Global. [A full description of my professional service is available.](#)

Brief Biographies

Dr. Richard E. West (@richardewest on twitter) is a professor of Instructional Psychology and Technology at Brigham Young University. He teaches courses in instructional technology, academic research and writing, creativity and innovation, design psychology, and product/program evaluation. He studies how to innovate and advance education through improved and open educational *Content*, strong learning *Communities*, and open *Credentials* that better recognize student learning. He has presented his research in 11 countries, and has over 150 academic publications, along with two popular open textbooks on learning and instructional design. His personal website is <http://richardewest.com>.

Longer Biography

Dr. Richard E. West (@richardewest on twitter) is a professor of Instructional Psychology and Technology at Brigham Young University. He teaches courses in instructional technology, academic research and writing, creativity and innovation, design psychology, and product/program evaluation. He has over 150 academic publications on how to create learning environments that prepare students for the 21st century, including designing learning environments that foster group creativity through design thinking, utilizing microcredentials and open badges to promote competency learning, the development and support of online learning communities, and emerging technologies to support effective learning.

Dr. West has served in a variety of leadership positions within the profession. As an 18-year continuous member of AECT, he has served in the following positions:

- AECT Executive Secretary and member of the Executive Committee
- Twice as member of the AECT Board of Directors.
- AECT communications officer for the distance learning division
- AECT board member for the systemic change division
- Member of the IMS Global Digital Credentials executive board, which maintains international technical standards for open badges and other open technologies.
- Organizer and host for the Professors of Instructional Design and Technology Conference (three times).
- Member of the editorial boards of *Educational Technology Research and Development*, *Research of Research on Technology in Education*, *Educational Technology Magazine*, *Open Education Studies*, *Journal of Online Learning Research*, and the *Educational Media and Technology Yearbook*.
- Editor/co-editor of the *Foundations of Learning and Instructional Design Technology* and *Design for Learning: Principles, Processes, and Praxis* textbooks.

His personal website is <http://richardewest.com>.