

# Daniel C. Moos

## Tenure Statement

### TEACHING

*(1) The continuing excellence and growth as a teacher, as evidenced, for example, by student and peer evaluations, course and program development, or participation in workshops and seminars related to one's field of expertise or teaching.*

#### My Teaching History & Philosophy

My interest in teaching began when I was an undergraduate at Amherst College (Amherst, MA) and participated in a student teaching program (TEACH!) where I gained experience working with elementary through high school students. Following graduation from Amherst College, I taught at an elementary and middle school located in Bethesda, Maryland for four years. My primary responsibility there was as a sixth grade homeroom teacher, which included teaching the core courses of social studies, mathematics, and language arts.

I went on to earn a Masters in Human Development and PhD in Educational Psychology at the University of Maryland, and during that time I taught at both the undergraduate and graduate levels. At the undergraduate level, I taught an introductory course on cognitive development (*EDHD 420: Cognitive Development*) to pre-service teachers. The aim of this course was to cultivate an understanding of current developmental theories of cognitive processes, such as memory and intelligence. At the graduate level, I taught a master's level course (*EDHD 499A: Technology-Based Learning Environments*) to cohorts of elementary, middle, and high school in-service teachers enrolled in the M.Ed. Human Development program. I taught this course, which focused on the theoretical underpinning of self-regulated learning theory and technology, for three semesters.

My teaching philosophy has been formed by my experiences working within these various contexts and with distinct developmental groups. The below principles guide my daily interactions with students. Examples of how these principles have guided my teaching at Gustavus Adolphus College are included in the next section.

- *The classroom should be a community connected to the outside*  
In my experience, meaningful learning is facilitated when students are provided with opportunities to ground learning within authentic settings. Ultimately, students will need to transfer learning within the classroom to the outside, and teachers are responsible for facilitating students' ability to engage in this process.
- *All students can learn, and all students learn differently*  
My teaching is guided by several key theoretical assumptions related to Constructivism, which suggests that students learn by actively constructing knowledge through an interaction between new knowledge and prior knowledge/experiences. All students can be successful and all students learn differently due to their unique backgrounds and perspectives.

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- *Teaching is a profession that requires constant reflection and re-conceptualization*

I have been successful in teaching within various contexts because I recognize that continued growth in the teaching profession requires a commitment to reflection and learning. Our understanding of how students learn is constantly evolving and it is a teacher's responsibility to proactively engage in activities that facilitate a process of re-conceptualization and commitment to lifelong learning.

- *Education should not be constrained by the four walls of a classroom*

In my opinion, an ideal liberal arts college experience is one where students are provided with opportunities to learn and interact in multiple contexts. This commitment is consistent with some core objectives of education, including critical thinking, intellectual independence, and cognitive flexibility. To that end, I appreciate and am excited about working with our students in capacities that extend beyond the walls of my classroom, including as a faculty advisor to student organizations and in research settings.

### Gustavus Teaching

My credit load has been divided between *EDU 330: Developmental and Educational Psychology* (one section offered every semester), *EDU 241: Educational Technology* (one section offered every Fall semester and two sections offered every Spring semester), and *Supervision of Student Teachers*. Additionally, my load has included the Co-chair of the Education Department (2009 – 2010 academic year) and Assessment Coordinator (2011 – present). Given the Minnesota Board of Teaching standards for programs recommending licensure to pre-service teachers, it is necessary for *EDU 330: Developmental and Educational Psychology* and *EDU 241: Educational Technology* to be offered every semester.

### *Supervision of Student Teachers*

One of my responsibilities is mentoring and supervising student teachers both locally (St. Peter and Cleveland, as well as Twin Cities schools) and internationally (Sotogrande, Spain). This mentoring process involves observing each student teacher at least once per week teaching in a K-12 classroom. Each observation, which typically lasts approximately one hour, is coupled with a pre-conference and post-conference with the student teacher and occasionally the cooperating teacher. My approach to working with our students in this capacity is through mentorship and coaching, as opposed to one of evaluation. This approach is time intensive and involves thought-provoking and critical discussions, activities I greatly enjoy. Furthermore, working with our students in this context provides me with additional exposure to authentic K-12 classroom experiences and strengthens my own teaching in both the *EDU 330: Educational Psychology* course and *EDU 241: Educational Technology* course at Gustavus Adolphus College. The next section provides a brief overview and goal of each course. This section also discusses some opportunities and potential for growth in my teaching at Gustavus Adolphus College.

### *EDU 330: Developmental and Educational Psychology*

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This course emphasizes the principles of psychology as they relate to teaching and learning, with a consideration of child, and adolescent development issues. The course is framed around the stages and principles of human development prior to adulthood and focuses on the educational implications of these principles. Additionally, the course focuses on the pedagogically sound design of instruction, based on an understanding of relevant theories, effective teaching strategies, and valid and reliable assessment procedures.

My primary goal for this course is for students to be able to articulate their own perspectives on learning and apply key assumptions from a variety of theoretical perspectives to a principled practice of teaching. It is my hope that students walk out of EDU 330: Educational Psychology as “informed consumers”; that is, they are equipped to critically think about a variety of theoretical perspectives on learning and can articulate theories that guide a principled practice of teaching. These goals shape my approach to the design of assignments and assessments. For example, experiences from “Wednesdays in the Workplace” (a component of my EDU 330 course, which is discussed in more detail below) offer students the opportunity to apply discussion topics to authentic settings through weekly observations of local K-12 classrooms. This course also challenges students to critically consider a topic of interest related to Educational Psychology and then demonstrate this thinking in a term project. Students’ declarative and conceptual knowledge are also assessed through quizzes (approximately every two weeks, typically 50 minutes each) and a cumulative final exam.

This course offers students the opportunity to share their unique perspective on course readings through “Thought Questions.” Students submit one thought question at several points in the semester. The format of these questions encourages thinking that extends beyond the information provided in the reading material. Though I use these questions in various formats during class, they all involve a “think-pair-share” approach. Each student is asked to individually think about the thought question and then write a response in his or her journal. They then share and discuss their responses in small groups. These discussions are complemented with frequent informal writing exercises, such as the journals the students keep throughout the semesters. Most of the material for this course can be found on my website: <http://homepages.gac.edu/~dmoos/edpsych.html>.

Our students have responded well to the approach I have taken with this course, as evidenced by two pieces of information. First, one fundamental indicator of teaching effectiveness is the extent to which students meet course objectives. Student performance on the standardized licensure tests, which our Education students are required to take as part of the licensure process, addresses this question to some degree. A component of this exam is the *Principles on Learning and Teaching* (PLT), which includes test items directly related to the content I teach in EDU 330: Educational Psychology. Our students have been doing very well on this portion of the exam, many of whom have received “Recognition of Excellence” for their performance, which represents a score in the top fifteen percent of all those taking this licensure test. I received the following email from one of my former students (a copy of this email is included in my tenure review packet):

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*Hi Dan, I just wanted to let you know that as a class we did extremely well on the PLT test. We have you to thank for that, and the content you provided us with during Ed. Psych. I know Andrea Stevens and I scored high enough to receive a recognition of excellence from the Praxis system. I am sure many future students who take the PLT will have the same results from your teaching methods. Keep up the good work, and we appreciate all you have done for us. Thank you very much Dan, and have a happy holiday! –Travis*

I also received the following letter from a former student (a copy of this letter is included in my tenure review packet):

*Dan,*

*Thank you so much for everything you have taught me over the years. I daily use technology in my student teaching class and I know I will in my future classrooms as well. I also know that I would been lost as a teacher without everything I learned in Ed. Psych. When I took the PLT Praxis test this past summer, I easily passed with excellence because of your expertise and knowledge. Your class made me question the motivation behind student learning and made me much more aware of how I present information to my students.*

*With sincerest thanks,  
Sara Scholin*

I have received positive evaluations for this course. At the midterm and conclusion of every semester, I administer an anonymous evaluation of this course, which is structured as the Student Evaluation of Teaching (SETs). The midterm evaluations provide feedback that allow me to better calibrate my assumptions and make modifications during the semester, as needed. The evaluations administered at the semester's conclusion have been instrumental in framing modifications for subsequent semesters. I greatly value feedback from my students. Below represents the mean score in response to each quantitative question on the anonymous evaluations:

#### **Questions in the evaluation:**

Q1: How much do you believe you have learned in this course? (1=virtually nothing... 5=great deal)

Q2: I have been able to get help from this instructor when I requested it (1=never... 5=always)

Q3: Course requirements and grading were made clear from the start of the course (1=strongly disagree ... 5=strongly agree)

Q4: I received adequate feedback from the instructor (1=never... 5=always)

Q5: How well did the evaluation techniques seem to measure mastery? (1=very poorly... 5=very well)

Q6: How well do you think the instructor accomplished the objectives? (1=very poorly... 5=very well)

Q7: The instructor helped to increase my interest in the subject (1=not at all... 5=great deal)

Q8: The instructor's interest in teaching this course seems (1=very low... 5=very high)

Q9: For my preparation and ability, the level of difficulty of this course was (1=very elementary... 3= just about right... 5=very difficult)

Q10: Rate the overall effectiveness of this instructor (1=poor... 5=excellent)

#### **Mean score for each question, by semester for EDU 330: Educational Psychology (Possible Range for each question: 1 to 5)**

Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Fall 11	5.00	5.00	4.83	4.83	4.92	5.00	4.75	5.00	3.33	5.00

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<i>Spr 11</i>	4.94	4.88	4.81	4.88	4.88	4.94	4.38	5.00	3.43	4.94
<i>Fall 10</i>	4.84	4.92	4.88	4.88	4.76	4.88	4.52	5.00	3.32	5.00
<i>Spr 10</i>	4.69	4.94	4.75	4.88	4.63	4.88	4.25	5.00	3.32	5.00
<i>Fall 09</i>	4.70	5.00	4.80	4.90	4.60	4.90	4.40	4.90	3.20	5.00
<i>Spr 09</i>	4.80	5.00	4.80	4.80	4.60	4.90	4.40	5.00	3.40	5.00
<i>Fall 08</i>	4.41	4.90	4.69	4.69	4.41	4.79	4.21	4.97	3.44	4.86
<i>Spr 08</i>	4.95	4.90	4.80	4.85	4.75	4.90	4.70	5.00	3.55	4.95
<i>Fall 07</i>	4.94	5.00	4.78	4.61	4.50	4.89	4.44	4.94	3.17	4.94

- *Fall 2011 and Spring 2012 scores represent anonymous feedback questions collected and administered by the professor at the end of the semester (and after the administration of the official Tenure SETs)*

These evaluations also include questions that request students' qualitative feedback. The below highlights several student comments representing their perspective of my teaching in EDU 330: Educational Psychology. The comments listed below are from the SETs I have administered throughout my years at Gustavus Adolphus College.

*"Dan is the most engaging and approachable professor I have had. He genuinely cares about the students and the content provided. It is always fun and exciting to come to class."*

*"Dan is incredibly passionate about the content he teaches and he isn't afraid to show it. He relates well to his students, understands their motivations, and works with them when they want outside help. He is always available to talk with and include his students in his research. His enthusiasm is contagious."*

*"Professor Moos is fantastic. It is apparent that he is passionate about the course content. He varies his classes so they remain interesting. Also, I am remembering so much of the material. I don't know what he is doing to me so I remember, but it's great. He makes connections to the content of our other courses. This also helps to strengthen our learning."*

*"[He is] always willing to make time for his students, a role model, best teacher I have ever had! I never had an interest in psych till now."*

### EDU 241: Educational Technology

This course is designed for students pursuing licensure in elementary or secondary education. In this course, students investigate how to most effectively use computer-based technology as pedagogical tools. Students are able to better promote information literacy in K-12 settings by exploring productivity tools, educational software, and web-based software. This course explores how various theoretical frameworks explain student learning with computer-based technology. Additionally, students also develop a professional electronic portfolio designed to showcase their technology skills. All of the material for this course can be found on my website:

<http://homepages.gac.edu/~dmoos/edtech.html>. I am also pleased to note that this website

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has provided resources for K-12 teachers, as evidenced by this below email from a teacher who initiated contact with me.

*Hello Daniel,*

*I just wanted to send you a quick note to let you know I used your webpage (<http://homepages.gac.edu/~dmoos/edtech/webquest.html>). I'm a middle school teacher, and I came across your page while looking for some technology and teaching resources that I could use in class. Over the summer, we are getting computers installed in every classroom, so our principal suggested that we begin looking for resources to help us make use of the computers during class time. Your page had some great resources for this. Just wanted to say thanks for the help. :-)*

*Warm regards,*

*Mrs. Joyce Alston*

*Pine Mountain Central School District*

*J.Alston@pmcsd.org*

As with my EDU 330: Educational Psychology course, there are some guiding goals for this course. Students should be able to: evaluate the effectiveness of computer-based technologies through various theoretical frameworks; effectively use productivity tools; develop online learning environments that meet standards for K-12 students; create an electronic portfolio that includes examples of teaching with technology projects; and consider ethical and social issues related to use of computers and the Internet.

In order to create a learning environment that allows students the most optimal opportunity to meet these goals, I include a variety of assessments and activities. All of the students' work is compiled into an electronic portfolio, which is a collection of work that demonstrates a student's progress, effort, and achievement over the course of a semester. Included in this electronic portfolio is a pdf attachment of the student's resumé. This assignment, typically completed early in the semester, offers the students (many of whom are freshman or sophomores) an initial exposure to the format of a professional resumé. Additionally, this assignment is a vehicle for discussing how to link documents to a website. One of the more substantial assignments for this course is the creation of a "WebQuest", which is an inquiry-oriented task that requires students to use pre-defined resources from the Web. Students create an original WebQuest that is designed for a specific developmental group and content area. For example, one of my former students, who is now teaching middle school, developed a WebQuet for a 5<sup>th</sup> grade Language Arts class titled, "Literature Galaxies: Exploring Different Genre Worlds." The last assignment of the course typically is an oral presentation (15 – 20 minutes) in which the students integrate a SmartBoard into a lesson related to their content area. The objective of this activity is for the students to become familiar with the SmartBoard's interface and to better understand how SmartBoards can effectively be used in the classroom to enrich learning. My website for this course provides explicit guidelines, rubrics, and examples of previous students' work for each of these EDU 241 assignments.

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I believe that the anonymous student evaluations for EDU 241: Educational Technology reflect my dedication to this profession and teaching of this particular course. As I do with EDU 330: Educational Psychology, I administer these anonymous evaluations (which are structured as the SETs) at the midterm and conclusion of every term. Below represents the mean score in response to each quantitative question on this evaluations:

#### Questions in the evaluation:

Q1: How much do you believe you have learned in this course? (1=virtually nothing... 5=great deal)

Q2: I have been able to get help from this instructor when I requested it (1=never... 5=always)

Q3: Course requirements and grading were made clear from the start of the course (1=strongly disagree ...5=strongly agree)

Q4: I received adequate feedback from the instructor (1=never...5=always)

Q5: How well did the evaluation techniques seem to measure mastery? (1=very poorly...5=very well)

Q6: How well do you think the instructor accomplished the objectives? (1=very poorly...5=very well)

Q7: The instructor helped to increase my interest in the subject (1=not at all... 5=great deal)

Q8: The instructor's interest in teaching this course seems (1=very low... 5=very high)

Q9: For my preparation and ability, the level of difficulty of this course was (1=very elementary...3= just about right...5=very difficult)

Q10: Rate the overall effectiveness of this instructor (1=poor...5=excellent)

#### Mean score for each question, by semester for EDU 241: Educational Technology (Possible Range for each question: 1 to 5)

Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Fall 11*	4.50	5.00	4.88	4.88	4.88	5.00	4.75	5.00	3.19	5.00
Spr 11	4.33	4.92	4.67	4.67	4.50	4.71	4.38	4.88	3.08	4.83
Fall 10	4.81	4.95	4.81	4.95	4.86	4.86	4.81	4.95	3.33	5.00
Spr 10	4.64	4.85	4.71	4.71	4.71	4.85	4.50	5.00	3.07	4.93
Fall 09	4.30	4.90	4.60	4.90	4.40	4.80	4.40	4.80	2.80	4.80
Spr 09	4.45	4.95	4.65	4.80	4.50	4.95	4.35	4.75	3.20	4.95
Fall 08	4.72	4.92	4.74	4.82	4.45	4.85	4.35	4.72	3.20	4.83
Spr 08	4.74	4.94	4.65	4.85	4.56	4.85	4.18	4.94	3.44	4.88
Fall 07	4.39	4.78	3.61	4.94	4.17	4.56	4.17	4.76	3.11	4.67

- *Fall 2011 and Spring 2012 scores represent anonymous feedback questions collected and administered by the professor at the end of the semester (and after the administration of the official Tenure SETs)*

Below are several student comments that reflect my teaching in EDU 241: Educational Technology. The comments listed below are from the SETs I have administered at Gustavus Adolphus College.

*"[He] loves what he teaches. Gives great feedback. Opens class with a thought question for us to be engaged. Our opinions on the subjects covered in the class were important to him."*

*"I have learned a great deal of information. I did not know anything about creating websites and trying to use it effectively in the classroom. Since Dan puts a lot of effort into teaching, it also makes me want to, too. He has always been able to help me if I have*

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*a question, which shows he cares about technology. I have been able to learn how to use SMARTboard, garage band, creating a website to use in my future classroom.”*

*“I have learned a lot about technology in the classroom including, SMARTboards, Garage Band, WebQuests, online portfolios, Photoshop, Microsoft Word, grade book pro, etc. I’ve worked hard in this class, and Dan continues to celebrate my successes and challenge me more. He is open to discussing material outside of class and understands/fulfills my learning style. Dan is a phenomenal teacher.”*

*“[He is] always excited for the class and is willing to help students whenever need be! Also, he makes you excited to be at class and really be involved.”*

As I noted in the Teaching Philosophy section, I believe that *education should not be constrained by the four walls of a classroom*. To that end, I embrace opportunities to work with students outside the classroom, including as a faculty advisor to various student organizations, research mentor, and as an advisor to education students. I plan to continue my involvement with these activities. While I believe that I have been successful in teaching and mentoring in various contexts to date, I also recognize and appreciate that continued growth in the profession of teaching entails a commitment to reflection. I have much to learn from my colleagues and students and I look forward to these opportunities.

### **Opportunities and potential for growth in my teaching**

One of the many things that I love about teaching is the need for constant growth, which stems from the many challenges that arise in this profession. One challenge of teaching EDU 241: Educational Technology is the need to ensure that the assignments reflect the ever-evolving landscape of technology. To achieve this, I am proactive in continually considering the content and delivery of this course. I strive to meet this challenge through my professional work, including attending and presenting at international conferences such as the American Educational Research Association and the European Association for Research on Learning and Instruction. These conferences have been invaluable in exposing me to the latest research and theoretical considerations in the context of Educational Technology and Educational Psychology. In a similar vein, I am a reviewer for both of these conferences and for several top-tier, peer-reviewed journals (e.g., *Journal of Educational Psychology* and *Computers in Human Behavior*). I also look forward to continued involvement with teacher development workshops at Gustavus Adolphus College. During the summer of 2009, I had the opportunity to both present at and attend the First Term Seminar training workshop, an experience that helped me better understand how to facilitate students’ development in the areas of critical thinking, oral communication, and written communication.

These activities reflect one of the core principles in my Teaching Philosophy: *Teaching is a profession that requires constant reflection and re-conceptualization*. I have learned through experience and the support of mentors that effective reflection requires observations of my own teaching. I solicit observations and feedback from colleagues,

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keep a personal teaching journal, and administer midterm and end-of the semester evaluations from students. These sources of observation have allowed me to engage in the process of reflection and have resulted in some minor, but important changes in my teaching. For example, mid-semester SETs administered in EDU 330 during the Fall 2007 semester revealed that students felt significant challenge when asked to integrate multiple theoretical perspectives. This difficulty characterizes the challenges faced by those with low prior domain knowledge, an assumption supported by theory and research. Students who have low prior domain knowledge need to consciously process information and thus have difficulty simultaneously processing and integrating multiple abstract concepts. Students' feedback during the Fall 2007 semester suggested that I was not creating an optimal learning environment that allowed them to meet a key objective of this course. In response, I made changes to the Spring 2008 syllabus that included several activities designed to directly address the process of integrating multiple theories into effective teaching. I now include an in-class assignment during which the students are asked to use Inspiration (a Mac software program) to create a concept map that demonstrates the interrelationship between the various theories. The students then share these maps with each other and are asked to rationalize the structure of their individual concept maps.

This assignment also highlights the importance of providing students with opportunities to share their perspectives. These opportunities are consistent with another core principle of my Teaching Philosophy: *All students can learn, and all students learn differently*. Meeting the needs of individual students is a challenge and I have recently added an assignment in an attempt to create an environment that better meets this challenge. As noted above, EDU 330 now includes "Thought Questions", an assignment that allows students to present their unique perspective on the course readings. These questions provide a powerful lens to examine how my students interpret the reading and allow me to have a better understanding of students' idiosyncratic view of the course material.

Another opportunity I have faced with EDU 330 is connecting the abstract theories to practical implications. In order to better meet this challenge, I made changes to the syllabus for the Fall 2008 and Spring 2009 semesters, most notably "Wednesdays in the Workplace." Experiences associated with "Wednesdays in the Workplace" provide students with the opportunity to engage in a weekly observation of a local middle school classroom. These observations are guided by questions related to EDU 330: Educational Psychology, EDU 340: Middle School Methods, and/or EDU 320: Literacy for the K-12 educator (the blocked class with EDU 330). Students are asked to write a weekly reflection, which represents insights and examples that connect the observation to the student's knowledge of the weekly topic. This assignment was added to provide authentic contexts to the abstract nature of the theoretical concepts discussed in EDU 330. I believe that these changes have positively affected students' mastery of the material. In particular, their ability (and even willingness) to apply abstract theoretical concepts of learning to authentic settings has been strengthened by these improvements, as evidenced by both formal and informal assessments as well as student comments on the end-of-the-semester evaluations. Furthermore, this addition to the course creates an environment that

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better aligns with one of the core principles in my Teaching Philosophy: *The classroom should be a community that is connected to the outside.*

#### **Teaching updates since my 3<sup>rd</sup> year review**

##### Addressing topics related to diversity within EDU 330: Educational Psychology

Recently, the Minnesota Board of Teaching mandated that teacher education programs meet new standards, some of which relate to diversity within the classroom. In an attempt to better prepare our Gustavus students to meet the needs of a diverse classroom, I have increased the emphasis on diversity issues within two specific topics for EDU 330: Educational Psychology. First, discussion, readings, and assessments for the topic of standardized testing now include a critical examination of reliability and validity within the scope of cultural biases. Second, academic motivation has been a critical component of EDU 330: Educational Psychology. Within the last several years our discussions in this course have broadened to consider unique issues related to increasing motivation within a diverse classroom.

##### Continued refinement of the Critical Thinking Paper in EDU 330: Educational Psychology

As a teaching professional committed to life-long learning, I continue to work on improving my classroom practices and assessments. The Critical Thinking assignment, which is a key project and assessment in EDU 330: Educational Psychology, has been modified over the last several years so that it can better meet its underlying objective. I feel very fortunate to be in a community with resources that support such endeavors. I have communicated with a number of my colleagues, including Dr. Becky Fremo, about revising this writing assignment. These revisions, though moderate, have created an assignment that I believe better meets its underlying objective. Specifically, I have slightly revised the rubric and I now require each student to individually meet with me at two points during the writing process. Both of these meetings, which are scheduled outside of the class time, have proven to be an excellent addition to this assignment as demonstrated by improved overall quality in the final paper.

##### Continued modification of the technology and theoretical approaches in EDU 241: Educational Technology

A welcomed challenge of teaching EDU 241: Educational Technology is the need to be proactive, as opposed to reactive, to emerging technology in the classroom. To that end, I attempt to identify pieces of technology that have not yet been mainstreamed in the school system, but have the promise to offer educational opportunities to a diverse set of students. For example, we have recently explored the potential academic benefits of Second Life, a virtual world, and Adventure Learning, a hybrid education approach that offers students authentic learning environments. My research, which focuses on the cognitive and metacognitive processes involved in learning with such emerging technologies, offers opportunities to be exposed to the latest information through publications, international conference presentations, and journal reviews. For example, I recently worked with two Minnesota middle school geography/social studies teachers who are actively involved in Adventure Learning, which capitalizes on technology to teach from authentic environments. Our work was published in the *Journal of Research*

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on *Technology in Education*, and I have incorporated this work into the EDU 241: Educational Technology course.

### **SCHOLARSHIP**

*(2) Established record of professional accomplishments as evidenced, for example, by demonstrated research activities in private, public or corporate settings; publications; presentations at scholarly meetings or conferences; (in the arts) exhibits or performances; and leadership in professional and/or public organizations, boards, or commissions related to one's academic field(s) or assignments.*

My primary research interest has four main areas: academic motivation, self-regulated learning, emerging academic technology, and pre-service teacher training, all of which directly relate to the courses I teach at Gustavus Adolphus College. I am actively involved in research and my productivity (as of Spring of 2011) includes 23 published manuscripts in top-tier peer-reviewed journals (with an additional three manuscripts submitted and under review at peer-reviewed journals). Each manuscript is approximately 10,000 words and a majority is based on empirical studies. Additionally, I have presented at 37 national and international conferences (including presentations in Granada, Spain and Amsterdam, Netherlands). I also greatly enjoyed two opportunities to present at the “Shop Talk” series here at Gustavus Adolphus College. The first presentation, titled “Technology in the classroom: Frustration meets theory,” synthesized my research on how students process information with emerging technology. My second presentation, titled “I do not want to hear multiple perspectives! Theoretical and empirical perspectives on our students’ view of knowledge,” discussed a study I conducted with one of our Gustavus students, Anna Finley (she was a senior when we collected the data for this study). Additionally, I have received three internal grants (the Presidential Faculty-Student Collaboration grant awarded for the spring of 2009 and again in the spring of 2011, and the Research Scholarship and Creativity grant awarded for the academic year of 2010-2011). I am also a reviewer for a number of top-tier peer-reviewed journals (e.g., *Journal of Educational Psychology* and *Computers & Education*) and international conferences (e.g., *American Educational Research Association*). Most recently, I was appointed to the Editorial Board of *Metacognition and Learning*, a prestigious peer-review journal in the field of Educational Psychology.

My research agenda can be traced to the beginning of my professional career when I taught at a K-8 school in Maryland. Though the administration urged the teachers to integrate technology into the curriculum, I became keenly aware that our understanding of the complexities involved in learning with emerging technology was limited. At that time, I felt the progress of technology had far outpaced our understanding of the processes involved in learning with these environments. Consequently, I decided to pursue a graduate degree so I could conduct research that focused on the intersection between Educational Psychology and Educational Technology. I attended graduate school at the University of Maryland, where I worked in the Cognition and Technology Laboratory. My research agenda was formed in this lab, where we focused on examining

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how students process information with various technologies. I feel extremely fortunate to have worked with Dr. Roger Azevedo, who provided a student-centered research mentoring model. I have used this model as a guide for my collaborative research work with Gustavus students. This model entails inviting students to intellectually invest in the direction of research, ensuring continued development of the faculty's research agenda while also promoting the student's intellectual ownership.

While at Gustavus, I have been actively involved with research in a manner that I believe is consistent with the mission of the college. This involvement has made me a more effective teacher; I am researching, publishing, and presenting on topics that are directly related to the content that I teach in both courses, Educational Psychology and Educational Technology, and made me a more effective mentor for our student teachers. Equally important is my collaboration with both students and colleagues. I have had the opportunity to work with several of our students in the context of research, work that has resulted in students co-authoring presentations at international conferences and publication in peer-reviewed journal (i.e. Moos & Marroquin, 2010), and student presentations at "Celebration of Creative Inquiry" here at Gustavus Adolphus College. The Presidential-Faculty Student Collaboration grant I was awarded by Gustavus supported this collaborative research. I believe appropriate mentoring in the context of research can develop skills and knowledge that are fundamental in an undergraduate education. In the context of collaborative research, I have witnessed students' increased capacity to think critically, work independently, and manage multiple tasks. I embrace the notion of collaboration throughout my work with our students with the hope that they develop intellectual independence and personal investment with the research. I recently received the below email from a former student with whom I worked with on a research project (a copy of this letter is in my tenure packet):

*Hi Dan, I wanted to be the first to share the good news! I have been offered and accepted a kindergarten teaching position at Achieve Language Academy in St. Paul! I want to thank you for being a pivotal part of my student to teacher transformation. Your courses (ed. psych and ed. tech) really gave me a strong foundation for my teacher education at Gustavus. You were and are a wonderful, engaging professor and I aspire to set the highest standards for my students as you have set for me and my classmates. Working with you on the research project this past spring opened my eyes to a whole new realm of education and I am grateful for the opportunity!! Thank you again, and I look forward to sharing stories with you over the next year!!*  
-Anna

I also value the capacity of research to build communities, a possibility realized through collaboration. I look forward to continuing my research agenda and collaborating with colleagues and students, while always considering the need to balance it with my other professional responsibilities.

### **Research updates since my 3<sup>rd</sup> year review**

## Daniel C. Moos

### *Tenure Statement*

*Appointment to the Editorial Board of Metacognition and Learning.* In the Fall of 2011, I was appointed to the Editorial Board for the internationally peer-reviewed journal *Metacognition and Learning*. This journal addresses various components of metacognition, such as metacognitive awareness, experiences, knowledge, and executive skills. I am thrilled to have had my work recognized and be asked to join the Editorial Board of this prestigious journal.

*Continued Publication and Presentations.* Since my 3<sup>rd</sup> year review, I have continued to publish in top tier peer-reviewed journals, including *Journal of Research on Technology in Education*, *Educational Psychologist*, *Computers & Education*, and *New Directions for Teaching and Learning*. I have also continued to present at international conferences, including *American Educational Research Association*. Over the last two years, my research agenda has expanded to include examination of new areas, including metacognitive calibration and epistemological beliefs in pre-service teachers. These new topics have had important, positive effects on my teaching and have offered more diverse opportunities for student involvement in research, which is more fully described below.

*Continued Collaboration with Gustavus students and faculty.* I greatly appreciate the opportunity to work in an environment where collaboration is valued. I have collaborated with both faculty (i.e. Drs. Vizenor and Pitton) as well as students (most recently with Chris Stewart, Anna Finley, and Alyssa Ringdal) on research related to self-regulation, self-efficacy, teacher preparation, and cognitive load.

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## LEADERSHIP

*(3) An established record of leadership in the governance of the College in the candidate's department, in the faculty and its committees, or in other college positions.*

In my own education and professional career, I have gone from being an undergraduate at a liberal arts college, to pursuing a masters and PhD at a large state university, and back again to a liberal arts college. These experiences have helped define my understanding of the critical need for effective leadership to facilitate accomplishment of common tasks and goals for the greater good of the college community. I appreciate the unique needs and issues of a smaller school and the tremendous role that community, teamwork, collaboration, respect and collegiality play in the Gustavus Adolphus environment. To that end, I recognize the need for everyone in the community to actively participate and contribute to achieve the goals of our institution.

One of the reasons I was so interested in coming to Gustavus was because of the professionals working in the Education Department and the leadership of John Clementson. In the first two years, John helped teach me the value of fostering a community of trust, respect, collegiality, and a desire to be a part of a greater good. I enjoy the collegiality of working under the leadership and vision of our current chair, Dr. Deb Pitton. I have learned the value of collective input and discussion in the decision-making process. I appreciate the importance of utilizing everyone's strengths. These

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lessons provided an important foundation for my role as the interim Co-chair of the Education Department during the 2009-2010 academic year. This leadership position came at an exciting time for our department as we underwent a number of curriculum changes in response to significant matters emerging at both the state and national level. Most notably, there were substantial changes to the state mandated accreditation standards for Education programs. These new standards required significant curriculum changes and as the Co-chair, I had the primary responsibility to facilitate these changes. Additionally, my individual co-chair responsibilities included monitoring the departmental budget, chairing the Teacher Education Advisory Council (TEAC), and coordinating all activities that relate to reporting to accrediting and other agencies (i.e. National Council for Accreditation of Teacher Education, Board of Teaching, and Minnesota Association of Colleges for Teacher Education). Responsibilities related to my role as the Co-chair offered new challenges and opportunities to broaden my work and relationships throughout the campus and college community. I greatly enjoyed the chance to work collaboratively with our colleagues across campus, as well as the opportunity to communicate with parties at both the local and national level. I have continued with the accreditation responsibilities in my current position as the Assessment Coordinator (Summer 2011 – present).

I have also been involved in a variety of services for both the college and department. These experiences have allowed me to take an active role in developing leadership skills through working on campus-wide committees and departmental faculty search committees, serving as an advisor to student organizations, mentoring students, and participating in events such as the Commission Gustavus 150.

#### **Services outside the Education Department, Gustavus Adolphus College**

- Faculty Development Committee (*elected 3 year term, co-chair 2012 - 2012*), Fall 2010 - Spring 2013
- Academic Technology Committee (*elected 3 year term, secretary 2009 – 2010 and 2011 - 2012*), Fall 2009 - Spring 2012
- External Reviewer for Culpeper Evaluation Committee, Spring 2010
- Faculty Facilitator for First Year Orientation, Fall 2009
- Mini-grant reviewer, Fall 2011 - 2012
- Partnership Council member, Spring 2009 - Fall 2010
- Counseling Center Director Search Committee, Spring 2009 - Summer 2009
- Scholarship Days Interviewer, Spring 2009, Spring 2010, Spring 2011
- Teachers Talking Presenter (Student Evaluations), Spring 2011
- Teachers Talking Technology Presenter (SmartBoards), Spring 2009
- First Year Seminar Workshop Presenter, Summer 2008 & Summer 2009
- Commission Gustavus 150: Student Life Task Force Member, Fall 2008 - Spring 2009
- First Year Seminar Advisory Board Member, Fall 2008 - Spring 2009
- Faculty Advisor, Freshman Registration, Summer 2008

#### **Services in the Education Department, Gustavus Adolphus College**

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### *Tenure Statement*

- Assessment Coordinator (*appointed*), Education Department, Summer 2010 - present
- Co-Chair (*elected 1 year term*), Education Department, Fall 2009 - Spring 2010
- Faculty Advisor for SEA (*Student Education Association*), Fall 2009 - Spring 2010
- Faculty Advisor for KDP (*Honor Society for Education*), Fall 2008 - Spring 2010
- Faculty Search Committee, Education Department, 2008, 2009, 2010
- Student Admission Committee, Education Department, Fall 2007, Fall 2009, Spring 2010, Spring 2011

### Service updates since my 3<sup>rd</sup> year review

#### Assessment Coordinator

As noted, one of my core duties as the interim Education Department Co-Chair (2009 – 2010) was to direct the accreditation process. During this year, the state of Minnesota put forth policy changes to the standards for all education preparation programs. With great pride, I can say that all programs within the Education Department received accreditation for the new standards. Our colleagues, both within the department and across campus, deserve acknowledgement as they worked tirelessly during this accreditation process.

Following my role as the Education Department Co-chair, I was asked to continue with responsibilities related to the accreditation process. I look forward to my continued work in this role for the Education Department. This work is significant as we move forward through the national accreditation process (*National Council for Accreditation of Teacher Education*), with our review coming during the Spring 2013 semester. I am very fortunate to be working in this capacity with our department chair, Dr. Deb Pitton. Her leadership, ability to foster a sense of community, and vision of the “global picture” have provided a wonderful mentoring model. Additionally, my role has allowed me to continue to collaboratively work with colleagues outside of our department who teach the content courses for our pre-service teachers. In the spring of 2011, I met with external reviewers for both the Biology and Modern Languages, Literatures, and Cultures departments to discuss how our departments work together in the accreditation process for those students seeking secondary licensure as either a Spanish Teacher or a Secondary Science Teacher.

#### Increased Service

In addition to this new role of Assessment Coordinator, I have also had the opportunity to work on additional committees, including the *Faculty Development Committee*. Most, recently I was elected to co-chair this committee for the 2011 – 2012 academic year. This involvement has allowed me to obtain a deeper understanding of the wonderfully diverse scholarly pursuits of my colleagues.

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## **Daniel C. Moos**

### *Tenure Statement*

#### **MISSION**

*(4) Continuing evidence of sympathy with the aims and purposes of Gustavus Adolphus College as stated in the Mission Statement of the College.*

I have devoted my entire professional career to teaching and I believe that my work at Gustavus Adolphus College is consistent with its Mission Statement and five core values. Developing my students' capacity and passion for life-long learning and encouraging independence of thought is at the heart of my work. This development can be fully realized in a liberal arts environment, where students are asked to experience education within a broader context. This environment also enables student and faculty collaboration ensuring that the learning is not constrained to the classroom. I have immensely enjoyed interacting with students outside of the formal class setting, whether it is in the context of research, with my advisees, or simply getting to know them better as individuals. These communications require the delicate balance of providing the appropriate scaffolding while simultaneously facilitating their independence of thought. I have mentored students with this goal in mind. I approach these commitments in a manner consistent with the words put forth by Eric Norelius, "Whatever we do, let us do it well." I believe my teaching evaluations, publications, and faculty-student collaboration evidence this commitment.

My teaching also illustrates a commitment to providing rigorous and innovative experiences for my students. I believe that my courses are appropriately time intensive and, equally important, designed to foster students' critical thinking. My courses are designed such that students are asked to explore their voices and then consider alternative perspectives, a process that can be quite rigorous for undergraduates. Yet, this process is necessary in order for students to be successful in their careers after graduation. This commitment to providing both rigorous and innovative experiences for students requires me to proactively engage in scholarly activities such as attending and presenting at relevant conferences and learning from my peers. Engagement in these experiences exposes me to various perspectives on the most innovative approaches to principled practices of teaching.

I also understand that my own professional responsibilities extend well beyond the walls of my classroom. I embrace the College's commitment to International Education and the mission of developing students' international perspectives. Our department is committed to providing student teaching experiences in international settings, in part to provide students an opportunity to prepare for the changing demographics of a global society and growing diversity of perspectives. As a supervisor of Gustavus student teachers, I had the opportunity to supervise and mentor five of our students during their student teaching in Sotogrande, Spain. I worked very closely with these students throughout their placement, which included traveling to Sotogrande Spain and working with them over a ten-day period. Using Skype to communicate with these students on a regular basis, I continued to work with them throughout their entire 7-week student teaching experience in Spain. This experience was extraordinarily rewarding, both personally and for these students.

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### *Tenure Statement*

We explored their changing views of international education and the role of education in a global society.

A commitment to an international perspective should also be accompanied by a respect for others within a local community, an approach that is consistent with the college's core values of community and service. My work with the Partnership Council provided me with opportunities to further develop my respect and sensitivity for our local community. This committee seeks to facilitate collaborations between the community of St. Peter and Gustavus Adolphus College through the provision of feedback on curricular and co-curricular proposals. Working with those involved has been a wonderful learning experience for me in terms of identifying the assets of our community and promoting outreach between Gustavus and various organizations within the St. Peter community. Recently (Fall 2011), I was asked to present at the Pastor-to-Pastor workshop held at Gustavus Adolphus College. My presentation ("A changing landscape: Developmentally where are the students?") was a wonderful opportunity to meet pastors from our community and across Minnesota and discuss development considerations related to teaching adolescents.