

Lin Y. Muilenburg

EDUCATION

- Ph.D. University of South Alabama, Mobile, AL (2008)*
Major field of study: Instructional Design and Development
- M.A. University of Maryland Baltimore County, Baltimore, MD (1996)*
Major field of study: Instructional Systems Development
- B.S. The Pennsylvania State University, University Park, PA (1985)*
Major field of study: Secondary Education for Biology and General Science

PROFESSIONAL EXPERIENCE

- 2007-present Assistant Professor of Educational Studies, St. Mary's College of Maryland*
Currently serve as a faculty member in the Master of Arts in Teaching program, the Educational Studies minor, and Human Studies major Technology in the Classroom, Senior Seminar in Human Studies, and Internship Seminar. Research interests include eLearning, mLearning, ePortfolios, and electronic assessment systems.
- 2006-2007 Learning Specialist, Department of System Performance*
Analyzed student performance data to determine critical areas of need in the Calvert County School District. Conducted job imbedded staff development for high school teachers of all subject areas to enhance instruction. Taught model lessons and coached teachers to improve performance.
- 2005-2006 High School Teacher*
Taught Algebra 1 and Algebra 2 in the Calvert County School District.
- 2002-2004 High School Teacher*
Taught at Orchard View Charter School for Independent Study in Sebastopol, CA. Responsible for the entire curriculum (every subject) for twenty-five middle and high school students. Taught traditional classes in Lab Biology and Film Studies, and middle school enrichment classes in science.

1995-2003

The University of Maryland, Baltimore County

Lecturer in the Department of Education for the graduate program in Instructional Systems Development. Utilizing Blackboard, developed and taught online graduate courses in the areas of instructional technology, instructional design, assessment and evaluation, educational psychology, and educational philosophy. (2000-2003).

Part-time Instructor in the Department of Education for both graduate and undergraduate programs. Taught traditional courses in educational psychology, instructional design, instructional technology, principles of training and development, and message design. (1996-2000).

Program Coordinator for the graduate program in Instructional Systems Development. Coordinated student internships, business outreach, marketing events, course scheduling, and faculty recruitment. Advised students and conducted research for program development and marketing. (1996-1998).

Graduate Assistant for the graduate program in Instructional Systems Development-Training Systems. Assisted faculty with program management, research, and instruction. (1995-1996).

1996-2003

Independent Consultant in Instructional Systems Development

Provided a range of fully customized instructional design services with a focus on instructor training programs and technology-enhanced learning systems.

1997-2001

Core Faculty: International Masonry Institute

Core Faculty member for the IMI Instructor Certification Program. Taught courses in instructional technology, adult learning, and instructional design. Professional Educator member of the Portfolio Evaluation Panel, which certified students for graduation.

1997-1998

Instructional Designer: The George Meany Center for Labor Studies

Designed instructional materials and facilitated subject matter expert panel meetings for the International Brotherhood of Painters and Allied Trades, Joint Apprenticeship and Training Fund Curriculum Development Project.

1985-1992

Middle and High School Teacher

Taught Laboratory Biology, Chemistry, Physical Science, and Mathematics in grades eight through twelve. Awards: Nomination for South Carolina Teacher of the Year, and National Science Foundation Physical Science Teacher Fellowship.

SELECTED PUBLICATIONS

Muilenburg, L.Y. (2008). Factors that influence student intention to adopt online learning: A structural equation modeling approach. Doctoral Dissertation. University of South Alabama.

Muilenburg, L.Y., & Berge, Z.L. (2005). Student barriers to online learning: A factor analytic study. *Distance Education: An International Journal*, 26(1): 29-48.

Muilenburg, L.Y., & Berge, Z.L. (2004). A factor analytic study of barriers perceived by students to online learning. *Proceedings of the Association for the Advancement of Computing in Education E-Learn 2004 Conference*. Washington, DC, USA: November 1-5.

Muilenburg, L.Y., & Berge, Z.L. (2002). Designing discussion for the online classroom. In Patricia L. Rogers (Ed.), *Designing Instruction for Technology-Enhanced Learning*. Hershey, PA: IDEA Group Publishing.

Muilenburg, L.Y., & Berge, Z.L. (2001). Barriers to distance education: A factor analytic study. *American Journal of Distance Education*, 15(2): 7-22.

Muilenburg, L.Y., & Berge, Z.L. (2000). A framework for designing questions for online learning. *DEOSNEWS*, 10(2). [Online.] <http://www.emoderators.com/moderators/muilenburg.html>

Berge, Z.L., & Muilenburg, L.Y. (2003). Barriers to distance education: perceptions of K-12 educators. *Proceedings of the Society for Information Technology and Teacher Education International Conference*. Albuquerque, New Mexico USA, March 24-29. Issue 1, pp. 256-259.

Berge, Z.L., Muilenburg, L.Y., & Van Haneghan, J. (2002). Barriers to distance education and training: survey results. *Quarterly Review of Distance Education*, 3 (4):409-418.

Berge, Z.L., & Muilenburg, L.Y. (2002). Designing discussion questions for online, adult learning. Reprinted in: *The ASTD E-Learning Handbook: Best Practices, Strategies and Case Studies for an Emerging Field*. New York, NY: McGraw-Hill.

Davidson-Shivers, G., Muilenburg, L., & Tanner, E. (2001). How do students participate in synchronous and asynchronous online discussions? *Journal of Educational Computing Research*, 25(4): 351-366.

Berge, Z.L., & Muilenburg, L.Y. (2001). Obstacles faced at various stages of capability regarding distance education in institutions of higher education: Survey results. *TechTrends*, 46(4): 40-45.

Berge, Z.L., & Muilenburg, L.Y. (2000). Designing discussion questions for online, adult learning. *Educational Technology*, 40 (5): 53-56.

Berge, Z.L., & Muilenburg L.Y. (2000). Barriers to distance education as perceived by managers and administrators: results of a survey. In Melanie Clay (Ed.), *Distance Learning Administration Annual 2000*.

Davidson-Shivers, G., Muilenburg, L., & Tanner, E. (2000). Synchronous and asynchronous discussion: what are the differences in student participation? *EDMEDIA Proceedings 2000*. Montreal; Quebec, Canada.

SELECTED PRESENTATIONS

Muilenburg, L.Y., & Berge, Z.L. (2004). Implications of student perceived barriers to distance learning. Presented at the International Society for Exploring Teaching and Learning (ISETL) conference. Baltimore, MD, USA: October 14-16.

Muilenburg, L.Y., & Berge, Z.L. (2001). A factor analytic study of inhibitors to distance education. Presented at the American Educational Research Association Annual Meeting 2001, Seattle, WA.

Berge, Z.L., & Muilenburg, L.Y. (2004). Students' perceptions of barriers to online learning. Presented at the American Educational Research Association (AERA) annual meeting. San Diego, CA, USA. April 12-16.

Berge, Z.L., & Muilenburg, L.Y. (2004). Results of pilot survey on student barriers to e-learning. Presented at the Tele-learning 2004 Conference. San Diego, CA, USA: February 21-24.

Berge, Z.L., & Muilenburg, L.Y. (2002). Obstacles to distance training. Presented at the American Educational Research Association Annual Meeting 2002. New Orleans, LA. April 1-5.

Berge, Z.L., & Muilenburg, L.Y. (2001). Obstacles to distance education as perceived by K-12 educators. Presented at the Georgia Educational Technology Conference 2001. Savannah, GA: April 10-12.

Davidson-Shivers, G., Tanner, E., & Muilenburg, L. (2000). Online discussion: how do students participate? Presented at the American Educational Research Association Annual Meeting 2000, New Orleans, LA.

SERVICE TO THE EDUCATION FIELD

- Review Board Member for the *International Journal of Teaching and Learning in Higher Education*, 2005-present.
- Board of Directors of Southern Maryland College Access Network, 2008.
- Review Board Member for *A Rising TIDE: Action and Reflection in Diverse Environments*. 2008.
- Volunteer tutor for secondary students at Matt's Place, Huntingtown, Maryland.

TEACHING CERTIFICATIONS

- State of Maryland: Mathematics, Biology, Chemistry, Physics, Physical Science 7-12, 2005
- State of California: Life Science and Physical Science, 2008

- Commonwealth of Pennsylvania: Biology and General Science, 1985